




Lincoln School  
2016-2017  
Grade Span PK-03

03-4600-070  
BERGEN  
RUTHERFORD BORO  
414 MONTROSS AVENUE  
RUTHERFORD, NJ 07070-2218

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.state.nj.us](mailto:reportcard@doe.state.nj.us)



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	0	0	30
KG	167	158	192
1	91	84	80
2	110	92	83
3	105	112	95
Ungraded	2	4	5
Total	475	450	485

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	49%	50%	50%
Male	51%	50%	50%
Economically Disadvantaged Students	5%	5%	5%
Students with Disabilities	6%	10%	9%
English Learners	0%	1%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			1%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	56.7%
Asian	18.4%
Hispanic	18.1%
Black or African American	0.8%
American Indian or Alaska Native	0.6%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	5.4%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	30
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	170	158	192

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	85.8%
Spanish	3.9%
Gujarati	2.5%
Chinese	1.4%
Korean	1.2%
Other	5.0%



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	98	96.1	67.30	66.20	54.90	67.3	67.4	Met Target†
White	50	96.2	62.00	66.80	63.90	62	70.2	Met Target†
Hispanic	18	94.7	72.30	55.60	39.80	71.8	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	19	100.0	78.90	78.30	80.70	78.9	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	49	96.1	75.50	74.20	62.20	75.5		
Male	49	96.1	59.20	58.60	48.10	59.2		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	13	86.7	46.20	*	20.50	42	**	**
Students without Disabilities	85	97.7	70.60	*	61.90	70.6		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	33.30	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	97	767	760	749	*	*	25%	58%	10%	68%	50%
White	49	766	760	759	*	*	27%	53%	*	63%	61%
Hispanic	18	771	756	734	0%	0%	*	56%	*	72%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	19	770	771	775	0%	*	*	68%	*	79%	76%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	49	770	768	754	*	*	*	65%	*	76%	55%
Male	48	764	752	745	*	*	*	50%	*	60%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	12	748	729	720	*	*	*	*	0%	50%	24%
Students without Disabilities	85	769	765	755	*	*	*	*	12%	71%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%

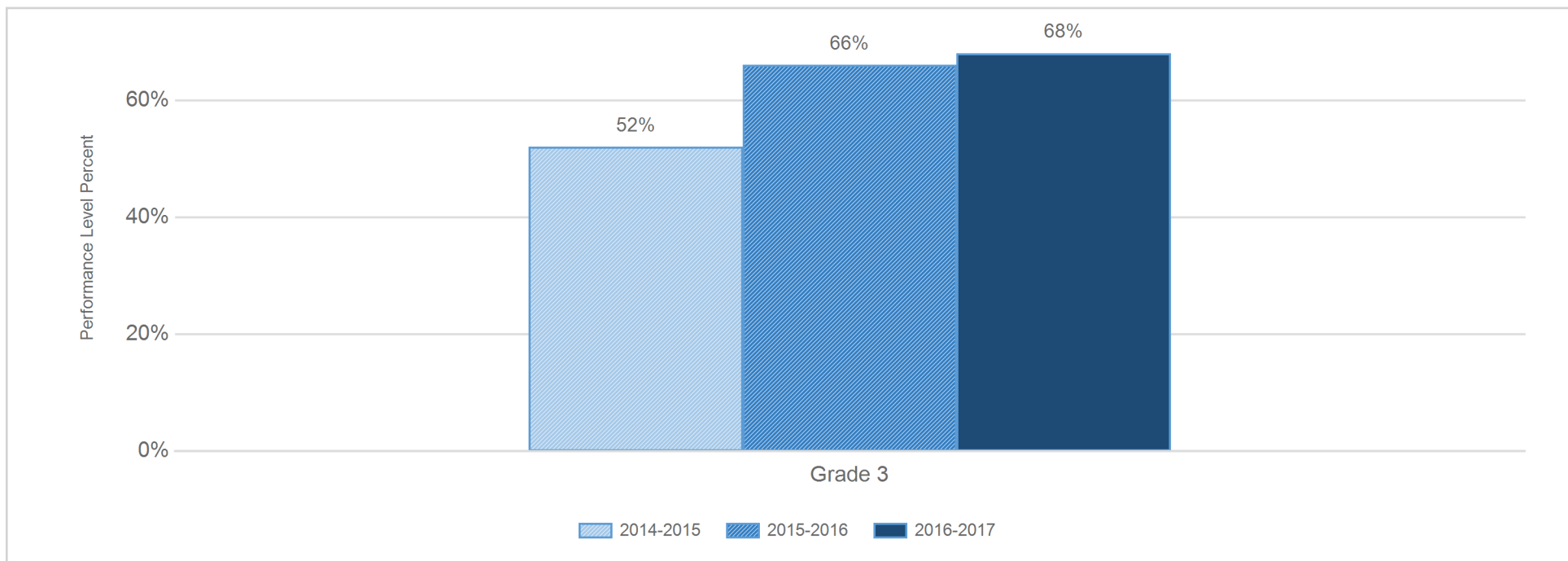


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### English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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## Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	98	96.2	63.20	51.20	43.50	63.2	58.2	Met Target
White	50	96.2	60.00	51.30	52.40	60	54.3	Met Target
Hispanic	18	94.7	55.50	34.60	27.60	55.2	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	19	100.0	78.90	72.60	75.60	78.9	N	N
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	49	96.2	53.00	50.50	44.10	53		
Male	49	96.2	73.40	51.90	42.90	73.4		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	13	86.7	38.50	*	16.50	35	**	**
Students without Disabilities	85	97.8	67.00	*	48.80	67		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	33.30	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	760	757	751	*	13%	23%	51%	*	63%	53%
White	49	759	756	759	0%	*	25%	49%	*	59%	63%
Hispanic	18	759	752	738	*	*	*	*	*	56%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	21	770	768	779	0%	*	*	52%	*	76%	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	50	756	756	751	*	*	*	40%	*	52%	52%
Male	49	765	758	751	*	*	*	61%	*	74%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	12	748	739	729	*	*	*	*	0%	33%	29%
Students without Disabilities	87	762	760	755	*	*	*	*	14%	67%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



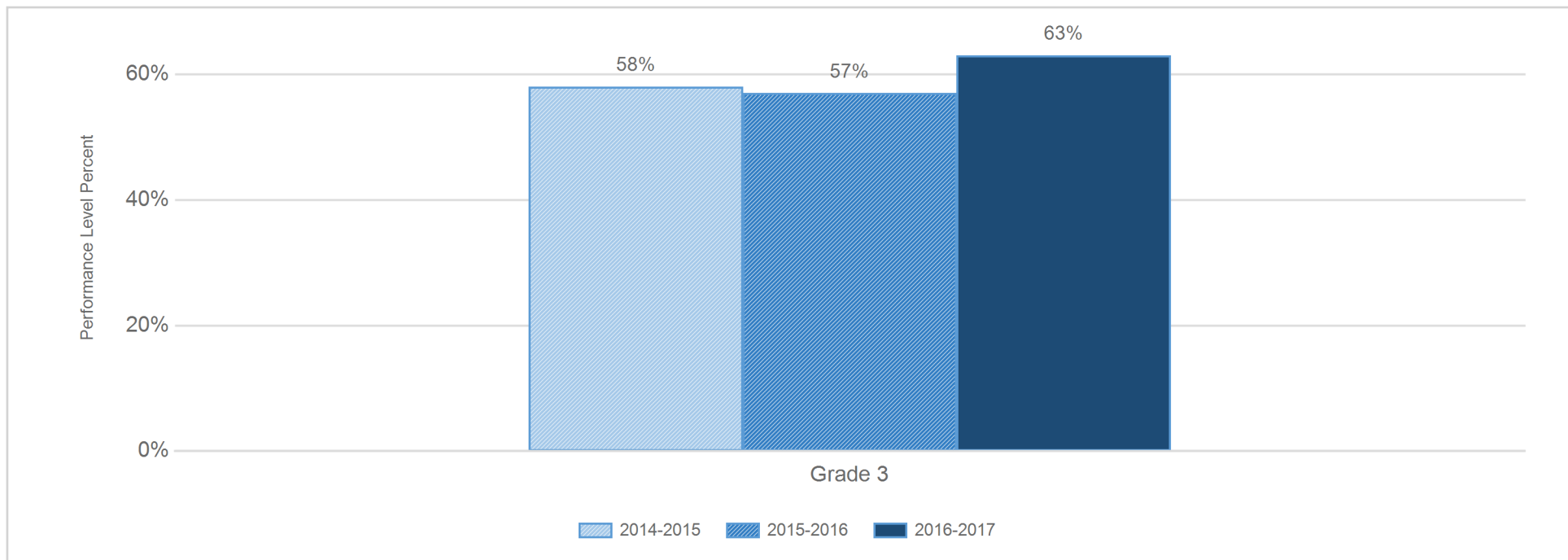


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.







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Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency. The table also shows the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	11	72.7%	27.3%
2	*	*	*
3	N	N	N
4	N	N	N
5+	N	N	N



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

### Chronic Absenteeism

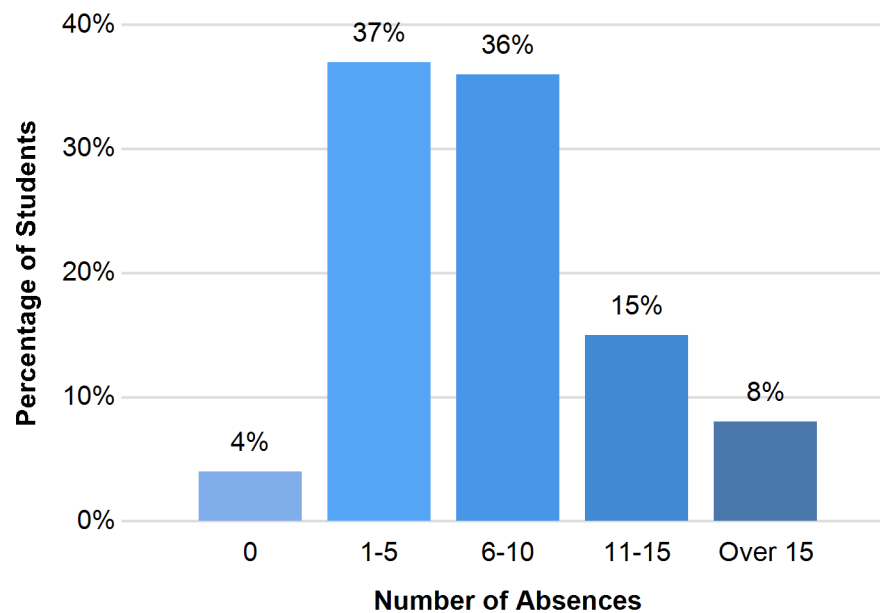
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.10	9.10	Met Target
White	2.70	9.10	Met Target
Hispanic	5.80	9.10	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	8.60	9.10	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	0	9.10	Met Target
Economically Disadvantaged Students	13.00	9.10	Not Met
Students with Disabilities	2.40	9.10	Met Target
English Learners	N	**	**

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

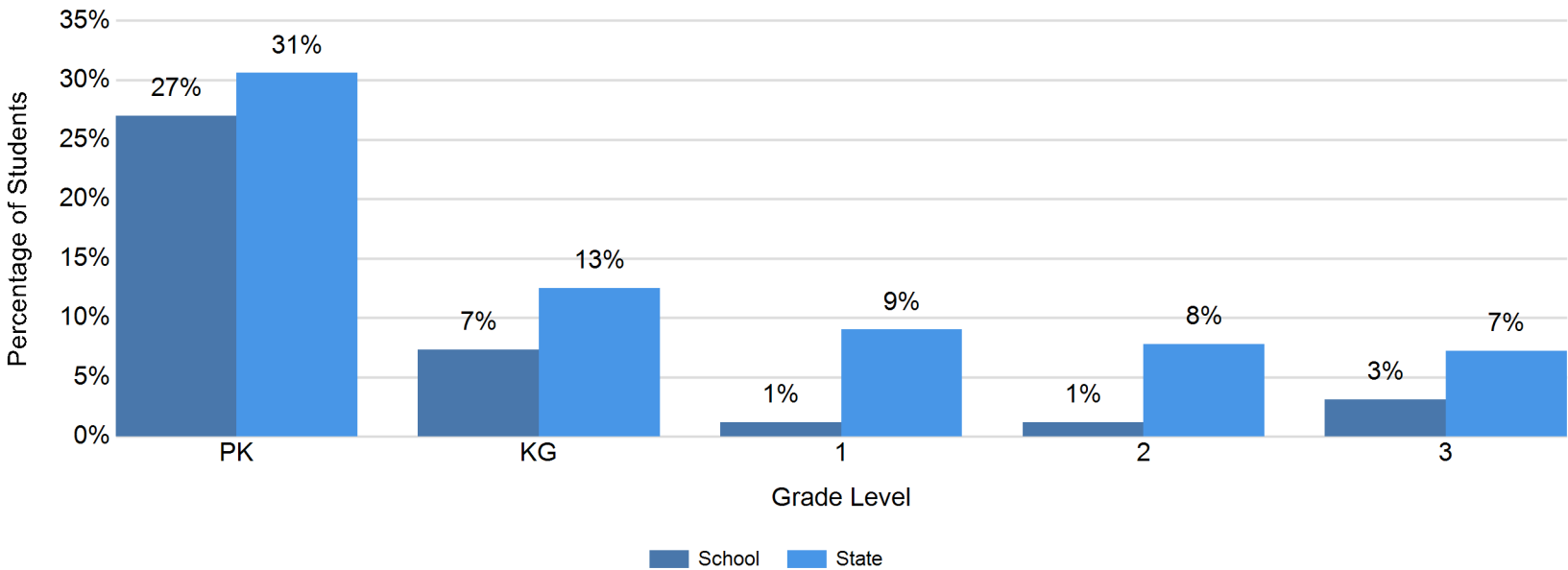
### Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



### Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:30AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs. 35 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.21

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.2%
Any Suspension	0.2%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.9:1	392.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$301	\$13,967	\$14,268



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	36	120,724
Average years experience in public schools	12.0	11.8
Average years experience in district	10.4	10.5
Teachers in district for 4 or more years	75%	74%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	18	9,506
Average years experience in public schools	16.8	15.9
Average years experience in district	12.0	11.6
Administrators in district for 4 or more years	89%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	12:1
Administrators	243:1	142:1
Librarian/Media Specialists		850:1
Nurses		510:1
Counselors		425:1
Child Study Team		232:1





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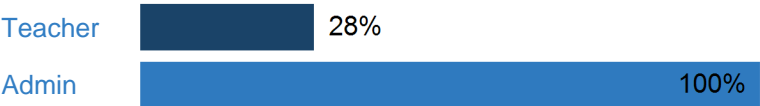
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	82%	89%
2015-16 Administrators: Same district 2016-17	83%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	N	N
Mathematics Proficiency	N	N
English Language Arts Growth	N	N
Mathematics Growth	N	N
Chronic Absenteeism	N	N
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights	N	N
<b>Summative Rating:</b> Percentile rank of Summative Score	N	N
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile	N	N

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	N	N	N	N	N	N	N	N	N
White	N	N	N	N	N	N	N	N	N
Hispanic	N	N	N	N	N	N	N	N	N
Black or African American	N	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N	N
Economically Disadvantaged Students	N	N	N	N	N	N	N	N	N
Students with Disabilities	N	N	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N	N	N

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Dr. Velechko	Email Address:	<a href="mailto:jvelechko@rutherfordschools.org">jvelechko@rutherfordschools.org</a>
Address:	414 MONTROSS AVENUE RUTHERFORD, NJ 07070-2218	Website:	<a href="https://www.rutherfordschools.org/lincoln">https://www.rutherfordschools.org/lincoln</a>
Phone:	(201)438-7675		

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

 <div>Highlights:</div>	<ul style="list-style-type: none"> <li>• Technology is infused; students have 1-1 Chromebooks.</li> <li>• Outdoor classroom used for hands-on science classes.</li> <li>• PTA supports school assemblies, socials and parent workshops.</li> </ul>
 <div>Mission, Vision, Theme:</div>	<p>Lincoln School's goal is to have our students become life-long learners. Our comprehensive instructional programs, from kindergarten through third grade, focus on contemporary research, balanced instruction supported by adequate resources, interventions for children with special needs, and continual in-service training for teachers. These integrated programs reflect the best pedagogical approaches to instruction and meet the academic, social, physical and emotional needs of our students.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>Lincoln School is using Title IV funds to add mindfulness, breathing and yoga practices to the curriculum. The school also received numerous grants from the Bergen County Utilities Authority for its enviromental work.</p>







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## School Narrative

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 <b>Courses, Curriculum, Instruction:</b>	<p>The curriculum aims to compact &amp; integrate objectives. The balanced literacy program infuses Project Read, a multi-sensory phonics program, Good Habits Great Readers to teach comprehension and vocabulary skills, and Writer's Workshop methodologies. Math in Focus is the main program for math instruction. We have an outdoor wooded area to conduct hands-on exploration to complement the Mystery Science program. Finally, the teachers teach social studies using primary and secondary sources.</p>
 <b>Sports and Athletics:</b>	<p>The physical education department develops students' gross motor skills, strategic thinking, team collaboration &amp; sportsmanship. Students enter the gym and start their warm-up exercises. The PE teachers then provide a lesson on a skill and supervise an activity that allows for application of skills. Teachers also integrate curricular areas by having students skip counting while jumping, forming groups based on compass rose locations, and creating words based on letters from a tossing game.</p>
 <b>Clubs and Activities:</b>	<p>Students can sign up for book clubs and environmental stewardship initiatives during their recess/lunch period. The book clubs are held during the year to discuss the club's selection read in leisure time. The principal, librarian, and teachers eat lunch with the students and discuss the given book. The environmental group tends to the outdoor classroom space. Students weed, plant and water the garden beds and clean debris from the wooded areas.</p>
 <b>Before and After School Programs:</b>	<p>The Meadowlands Area YMCA oversees the before and after school programs held in the school. Morning care is available from 7-8:30 a.m. and aftercare runs from 3-6:30 p.m. Parents register and pay for these services directly with the Meadowlands YMCA. Students have access to the gymnasium and playground and eat a snack, complete homework and play in structured games and activities under the direction of site workers.</p>







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**School Narrative**

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 <b>Staff and Professional Learning:</b>	<p>New teachers attend an orientation and are paired with experienced mentors who support novice teachers. The district has two professional days to work on curricular training. Teachers attend workshops through the NJDOE, Bergen County and associations. In addition, teachers collaborate on given topics weekly, conduct trainings and read research. Teachers receive feedback on their lessons in order to continue to learn and grow. Our teachers support the training of students at local universities.</p>
 <b>Student Supports and Services:</b>	<p>We implement a Response to Intervention model for students not reaching their potential. This RTI model allows parents and teachers to focus on specific goals, document progress and then refine the goals as needed. Special education, reading specialists, or support teachers work with the classroom teacher in the general education classroom to assist students showing a weakness in a specific learning area. We also offer speech, OT, PT, counseling and behavioral services.</p>
 <b>Student Health and Wellness:</b>	<p>The school has a full-time nurse and has a School Climate Committee. The nurse ensures our school follows all state regulations, medication is delivered properly, and trains staff to deal with allergic reactions, asthma and first aide. The nurse communicates with parents on specific health plans and calls home for serious injuries. The School Climate Committee works to promote a healthy lifestyle and students' social and emotional growth.</p>
 <b>Parent and Community Involvement:</b>	<p>The PTA sponsors assemblies and field trips that complement our curriculum. The PTA brings in authors, storytellers, theatrical performances &amp; science programs. PTA hosts book fairs, Fun Nights, art shows, field days &amp; organizes food drives and mitten collections for those in need. Parents are very supportive and take an active role in their child's development.</p>



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School Narrative

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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>Our building houses Preschool to grade 3 students. We currently have 4 homerooms for each 1-3 grade level. The original building was built in 1914 and was expanded to its current formation in 2005. The large gymnasium can accommodate a large crowd for sporting events. We have an art/music room, science classroom, media center, a preschool and two multi-age classrooms. We also have small group meeting areas, but the children enjoy the large playground often until dusk!</p>
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School Narrative

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Other Information:

Our classrooms are inviting learning centers where children receive positive reinforcement for their accomplishments, both privately and publicly. Teachers differentiate lessons to reach students in their learning modality and plan thematic units to show the integration of all disciplines. The Lincoln teachers set high, but realistic expectations and consistently encourage children to attempt more challenging learning tasks. Teachers use running records to diagnose students' reading levels and plan for improvement based on evidence of learning. They also use leveled books and guided reading to teach students at their instructional level. The use of between class targeted reading groups in grades 1-3 has allowed our reading instruction to be differentiated to teach the many strategies that children use when learning to read. We have some students who learn to read using more directed phonics instruction and others who are using text-to-text and text-to-world connections to foster comprehension. All students in grades K-3 are using a multi-sensory phonics program called Project Read. Students are discovering how words are formed, identifying syllable types and learning the irregular words, which do not follow a spelling pattern/rule. The students take diagnostic assessments of phonemic awareness skills, and this allows the school to monitor students who may be at a risk for dyslexia. Computers and technology extend into all areas of the curriculum through software programs and Chromebooks and SMARTBoards, which are available in every classroom. Finally the Lincoln Woods is an outdoor space used to conduct experiments, be with nature, and learn to care for our environment.




Pierrepoint School  
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

### Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

### Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.state.nj.us](mailto:reportcard@doe.state.nj.us)



Pierrepont School  
2016-2017

Grade Span 04-06

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RUTHERFORD BORO  
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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
4	102	110	214
5	88	99	204
6	97	88	206
7	106	98	0
8	103	102	0
Ungraded	20	17	11
Total	516	514	635

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	47%	46%	49%
Male	53%	54%	51%
Economically Disadvantaged Students	4%	4%	7%
Students with Disabilities	13%	12%	13%
English Learners	0%	0%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	57.3%
Hispanic	21.3%
Asian	14.8%
Black or African American	1.9%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	4.7%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	85.4%
Spanish	4.3%
Korean	1.7%
Gujarati	1.7%
Other	7.5%



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	617	97.0	68.40	66.20	54.90	68.4	76.2	Not Met
White	352	95.7	70.70	66.80	63.90	70.7	73.9	Met Target†
Hispanic	131	98.5	58.00	55.60	39.80	58	65.7	Not Met
Black or African American	12	100.0	41.70	43.90	35.20	41.7	**	**
Asian, Native Hawaiian, or Pacific Islander	92	100.0	76.10	78.30	80.70	76.1	80	Met Target†
American Indian or Alaska Native	N	N	N	100.00	53.70	N	**	**
Two or More Races	30	96.8	73.40	73.70	54.90	73.4	80	Met Target†
Female	303	97.1	76.00	74.20	62.20	76		
Male	314	96.9	61.10	58.60	48.10	61.1		
Economically Disadvantaged Students	47	100.0	38.30	33.70	36.20	38.3	N	N
Non-Economically Disadvantaged Students	570	96.8	70.90	68.00	65.80	70.9		
Students with Disabilities	77	89.5	14.30	*	20.50	13.5	27.1	Not Met
Students without Disabilities	540	98.2	76.10	*	61.90	76.1		
English Learners	17	94.4	17.70	33.30	25.20	17.5	**	**
Non-English Learners	600	97.1	69.80	67.20	57.40	69.8		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	210	766	766	753	*	*	22%	43%	25%	68%	56%
White	115	769	769	762	*	*	19%	46%	26%	72%	67%
Hispanic	53	758	758	740	*	*	28%	38%	21%	59%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	26	768	768	777	*	*	*	39%	*	69%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	111	777	777	758	*	*	15%	43%	36%	79%	61%
Male	99	754	754	749	*	*	29%	42%	13%	56%	51%
Economically Disadvantaged Students	18	753	753	737	*	*	*	*	*	50%	36%
Non-Economically Disadvantaged Students	192	767	767	764	*	*	*	*	*	70%	69%
Students with Disabilities	29	737	737	725	*	*	41%	*	*	28%	25%
Students without Disabilities	181	771	771	759	*	*	19%	*	*	75%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	197	769	769	756	*	*	18%	56%	19%	75%	59%
White	115	769	769	763	*	*	20%	64%	12%	76%	69%
Hispanic	38	756	756	743	*	*	*	45%	*	61%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	30	778	778	779	*	0%	*	50%	33%	83%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	91	778	778	761	*	*	15%	55%	26%	81%	66%
Male	106	762	762	750	*	*	20%	57%	12%	69%	53%
Economically Disadvantaged Students	11	749	749	740	*	*	*	*	0%	55%	40%
Non-Economically Disadvantaged Students	186	770	770	765	*	*	*	*	20%	76%	71%
Students with Disabilities	20	725	725	725	*	*	*	*	*	10%	22%
Students without Disabilities	177	774	774	762	*	*	*	*	*	82%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	203	760	760	752	5%	9%	20%	48%	17%	65%	54%
White	117	762	762	758	*	*	21%	52%	15%	68%	63%
Hispanic	40	745	745	740	*	*	*	45%	*	55%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	35	774	774	776	*	*	*	46%	31%	77%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	97	766	766	758	*	*	21%	49%	22%	70%	61%
Male	106	755	755	746	*	*	20%	47%	13%	60%	46%
Economically Disadvantaged Students	11	737	737	737	*	*	*	*	*	27%	34%
Non-Economically Disadvantaged Students	192	761	761	761	*	*	*	*	*	67%	65%
Students with Disabilities	21	707	707	722	*	*	*	*	*	*	17%
Students without Disabilities	182	766	766	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	751	*	*	*	*	*	*	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%





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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	756	N	N	N	N	N	N	59%
White	N	N	N	764	N	N	N	N	N	N	69%
Hispanic	N	N	N	742	N	N	N	N	N	N	44%
Black or African American	N	N	N	737	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	784	N	N	N	N	N	N	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	N	N	N	764	N	N	N	N	N	N	68%
Male	N	N	N	749	N	N	N	N	N	N	51%
Economically Disadvantaged Students	N	N	N	739	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	N	N	N	766	N	N	N	N	N	N	70%
Students with Disabilities	N	N	N	719	N	N	N	N	N	N	19%
Students without Disabilities	N	N	N	763	N	N	N	N	N	N	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	N	N	N	758	N	N	N	N	N	N	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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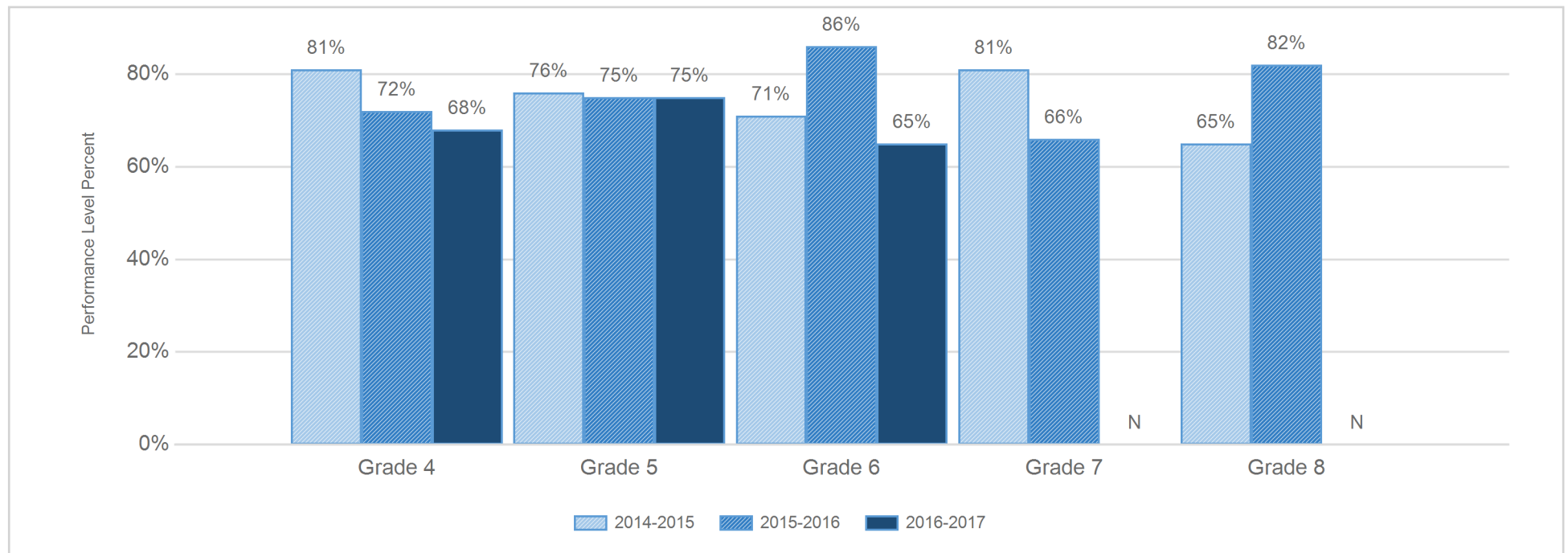
English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	757	N	N	N	N	N	N	59%
White	N	N	N	764	N	N	N	N	N	N	68%
Hispanic	N	N	N	742	N	N	N	N	N	N	44%
Black or African American	N	N	N	738	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	786	N	N	N	N	N	N	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	N	N	N	758	N	N	N	N	N	N	60%
Female	N	N	N	766	N	N	N	N	N	N	68%
Male	N	N	N	749	N	N	N	N	N	N	50%
Economically Disadvantaged Students	N	N	N	739	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	N	N	N	766	N	N	N	N	N	N	69%
Students with Disabilities	N	N	N	718	N	N	N	N	N	N	18%
Students without Disabilities	N	N	N	764	N	N	N	N	N	N	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	N	N	N	759	N	N	N	N	N	N	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

## English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	617	96.4	56.20	51.20	43.50	56.2	53.3	Met Target
White	351	95.4	57.30	51.30	52.40	57.3	51.4	Met Target
Hispanic	131	97.1	39.70	34.60	27.60	39.7	34.9	Met Target
Black or African American	12	100.0	33.30	19.50	21.70	33.3	**	**
Asian, Native Hawaiian, or Pacific Islander	93	99.0	77.50	72.60	75.60	77.5	80	Met Target†
American Indian or Alaska Native	N	N	N	100.00	42.50	N	**	**
Two or More Races	30	96.8	60.00	65.60	44.90	60	61	Met Target†
Female	302	96.2	59.30	50.50	44.10	59.3		
Male	315	96.6	53.30	51.90	42.90	53.3		
Economically Disadvantaged Students	46	97.9	32.60	23.60	25.10	32.6	N	N
Non-Economically Disadvantaged Students	571	96.3	58.10	52.80	54.30	58.1		
Students with Disabilities	77	89.5	10.40	*	16.50	*	22.4	Not Met
Students without Disabilities	540	97.5	62.80	*	48.80	*		
English Learners	18	86.2	33.30	38.30	23.30	28.7	N	N
Non-English Learners	599	96.9	56.90	51.60	45.20	56.9		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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**Mathematics Assessment - Performance by Grade: Grade 4**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	215	746	746	747	*	18%	30%	46%	*	47%	47%
White	116	747	747	755	*	16%	35%	45%	*	46%	59%
Hispanic	56	739	739	734	*	20%	30%	38%	*	39%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	27	758	758	774	0%	*	*	59%	*	63%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	113	747	747	747	*	14%	28%	49%	*	51%	47%
Male	102	745	745	747	*	22%	32%	42%	*	42%	48%
Economically Disadvantaged Students	19	741	741	732	*	*	*	*	*	47%	27%
Non-Economically Disadvantaged Students	196	747	747	757	*	*	*	*	*	47%	61%
Students with Disabilities	29	724	724	724	*	45%	*	*	*	17%	22%
Students without Disabilities	186	750	750	751	*	13%	*	*	*	52%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	199	758	758	747	*	*	34%	53%	8%	61%	46%
White	115	756	756	754	*	*	32%	57%	*	62%	57%
Hispanic	38	746	746	735	*	*	55%	34%	*	37%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	32	771	771	774	0%	0%	*	63%	*	81%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	93	760	760	747	*	*	31%	52%	*	63%	47%
Male	106	756	756	746	*	*	36%	54%	*	59%	46%
Economically Disadvantaged Students	10	743	743	732	*	*	*	*	0%	20%	27%
Non-Economically Disadvantaged Students	189	758	758	756	*	*	*	*	9%	63%	59%
Students with Disabilities	20	732	732	725	*	*	55%	*	0%	15%	19%
Students without Disabilities	179	761	761	751	*	*	31%	*	9%	66%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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**Mathematics Assessment - Performance by Grade: Grade 6\*\***

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	203	755	755	743	*	13%	21%	53%	*	63%	44%
White	117	757	757	751	*	9%	21%	59%	*	67%	54%
Hispanic	40	741	741	731	*	25%	28%	33%	*	40%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	35	773	773	771	*	0%	*	66%	*	89%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	97	757	757	745	*	*	19%	57%	*	66%	45%
Male	106	754	754	742	*	*	23%	49%	*	60%	43%
Economically Disadvantaged Students	11	739	739	728	*	*	*	*	*	46%	24%
Non-Economically Disadvantaged Students	192	756	756	752	*	*	*	*	*	64%	56%
Students with Disabilities	21	708	708	717	*	*	*	*	*	*	13%
Students without Disabilities	182	761	761	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

\*\*Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.





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Mathematics Assessment - Performance by Grade: Grade 7\*\*

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	741	N	N	N	N	N	N	40%
White	N	N	N	748	N	N	N	N	N	N	49%
Hispanic	N	N	N	730	N	N	N	N	N	N	23%
Black or African American	N	N	N	726	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	764	N	N	N	N	N	N	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	N	N	N	740	N	N	N	N	N	N	39%
Female	N	N	N	743	N	N	N	N	N	N	41%
Male	N	N	N	740	N	N	N	N	N	N	38%
Economically Disadvantaged Students	N	N	N	729	N	N	N	N	N	N	22%
Non-Economically Disadvantaged Students	N	N	N	749	N	N	N	N	N	N	50%
Students with Disabilities	N	N	N	716	N	N	N	N	N	N	11%
Students without Disabilities	N	N	N	746	N	N	N	N	N	N	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	N	N	N	742	N	N	N	N	N	N	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

\*\*Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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**Mathematics Assessment - Performance by Grade: Grade 8\*\***

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	N	N	N	728	N	N	N	N	N	N	28%
White	N	N	N	736	N	N	N	N	N	N	35%
Hispanic	N	N	N	721	N	N	N	N	N	N	21%
Black or African American	N	N	N	715	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	N	N	N	730	N	N	N	N	N	N	30%
Male	N	N	N	725	N	N	N	N	N	N	26%
Economically Disadvantaged Students	N	N	N	719	N	N	N	N	N	N	19%
Non-Economically Disadvantaged Students	N	N	N	734	N	N	N	N	N	N	34%
Students with Disabilities	N	N	N	705	N	N	N	N	N	N	*
Students without Disabilities	N	N	N	734	N	N	N	N	N	N	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	N	N	N	729	N	N	N	N	N	N	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

\*\*Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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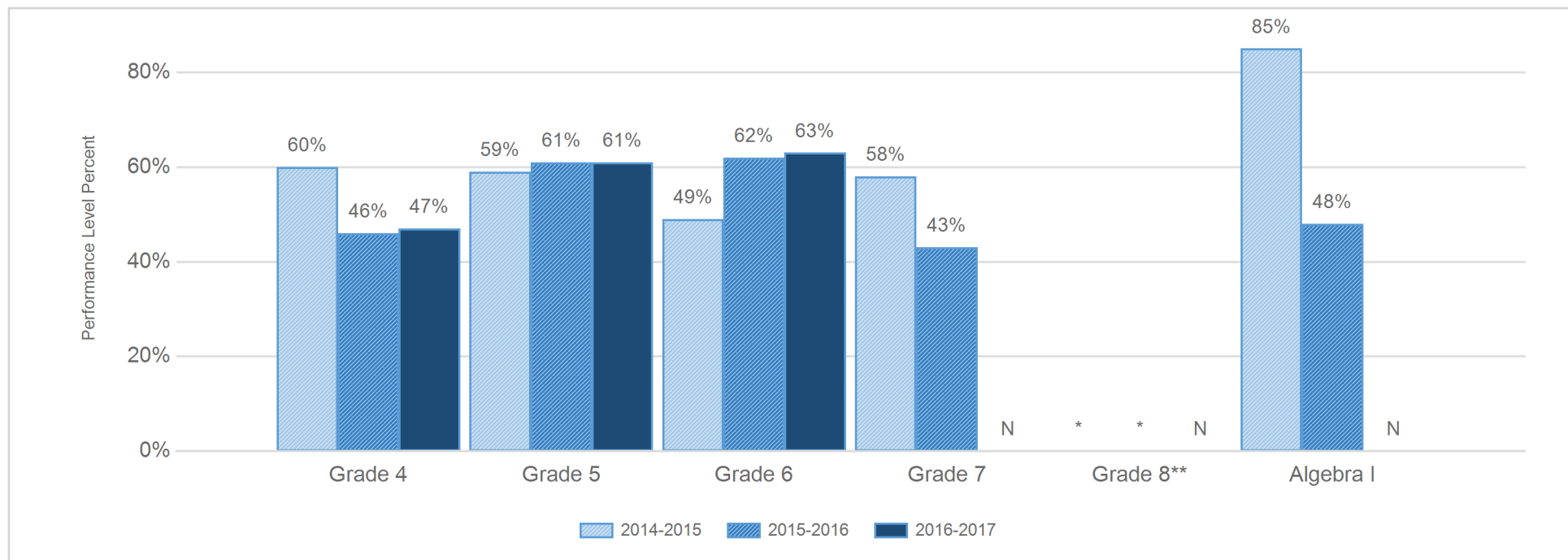
**Mathematics Assessment - Performance by Test: Algebra I**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	N	N	N	743	N	N	N	N	N	N	42%
White	N	N	N	751	N	N	N	N	N	N	52%
Hispanic	N	N	N	728	N	N	N	N	N	N	24%
Black or African American	N	N	N	724	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	N	N	N	744	N	N	N	N	N	N	43%
Male	N	N	N	741	N	N	N	N	N	N	40%
Economically Disadvantaged Students	N	N	N	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	N	751	N	N	N	N	N	N	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	N	N	N	747	N	N	N	N	N	N	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	N	N	N	745	N	N	N	N	N	N	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

## Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



\*\*Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
4	*	*
5	*	*
6	N	N

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency. The table also shows the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	N	N	N
4	N	N	N
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

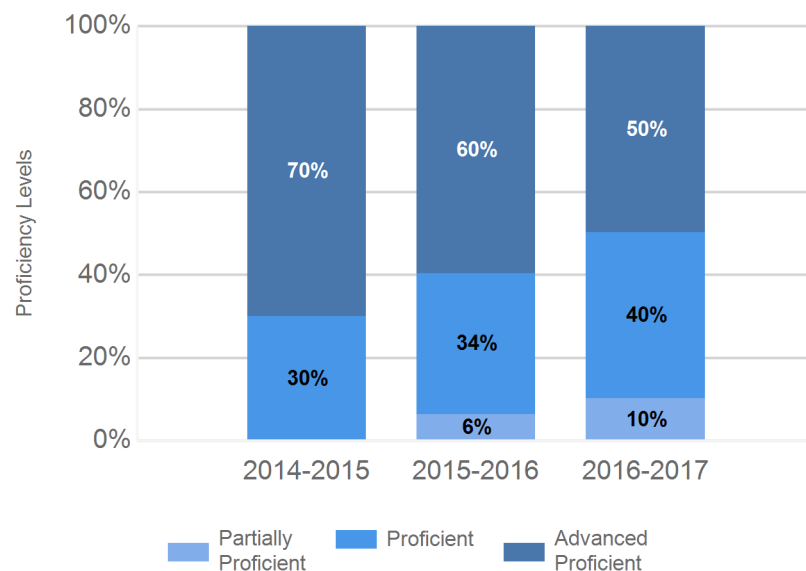
### NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	50%	40%	10%
White	56%	37%	7%
Hispanic	38%	44%	18%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	48%	48%	4%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	57%	14%	29%
Students with Disabilities	13%	53%	33%
English Learners	*	*	*

### NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

### Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	50	45	50	Met Target	53	52	50	Met Target
White	50	43	50	Met Target	50	50	52	Met Target
Hispanic	48	43	49	Met Target	53	51	47	Met Target
Black or African American	23	*	45	**	19	*	43	**
Asian, Native Hawaiian, or Pacific Islander	66	59	60	Exceeds Target	61	57.5	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	75	*	51	Exceeds Target	56	*	52	Met Target
Economically Disadvantaged	42	*	47	Met Target	62	*	46	Exceeds Target
Students with Disabilities	29	29	41	Not Met	29	29	43	Not Met
English Learners	37	39	53	**	63	*	51	**

\*\* ESSA accountability targets are only included if data is available for at least 20 students.



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Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

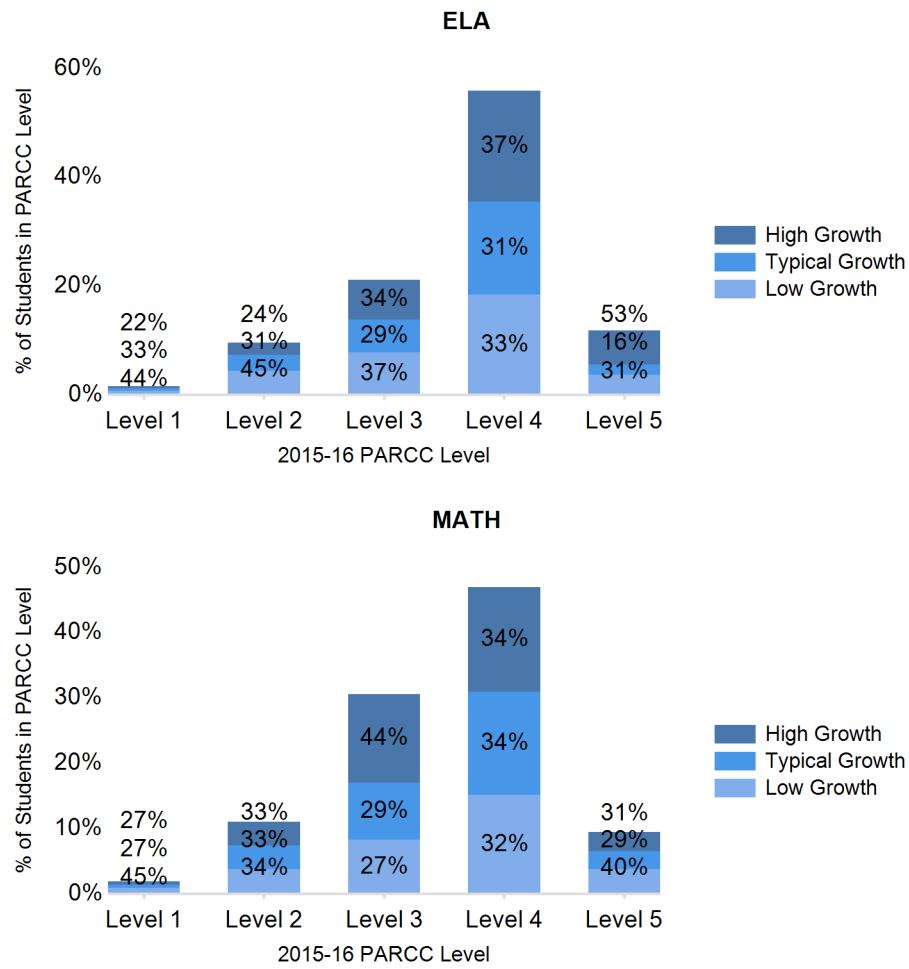
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

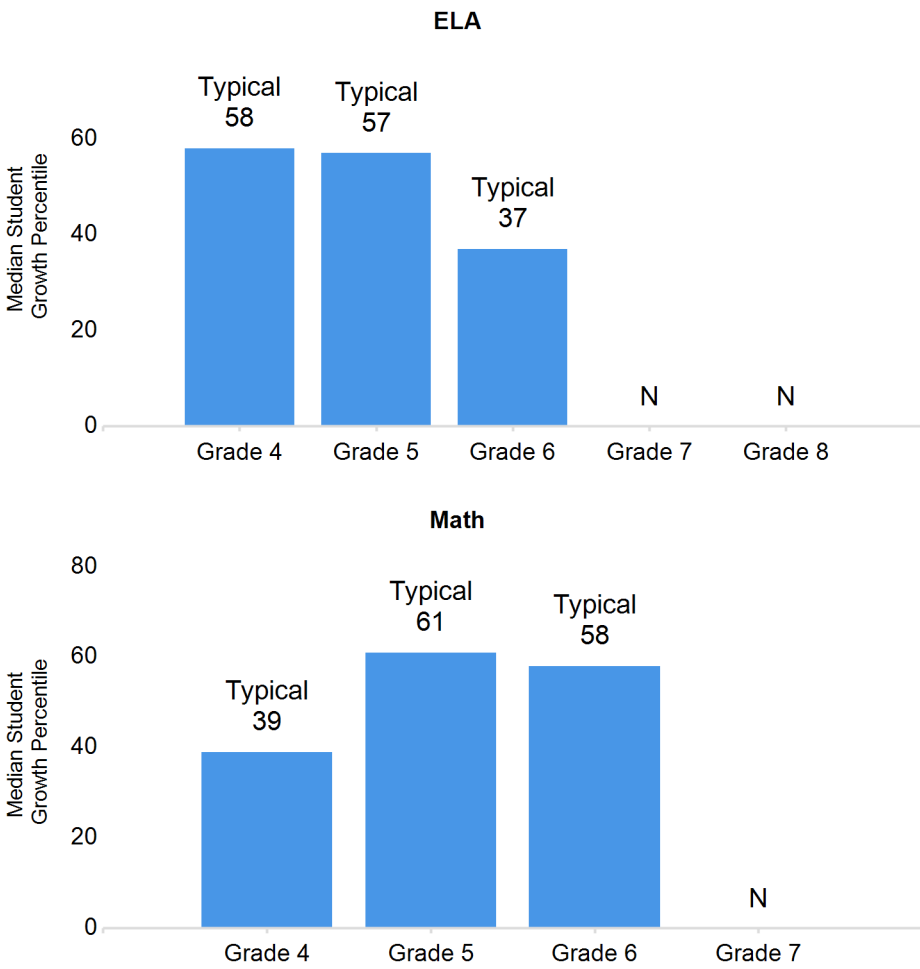
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.







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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

### Chronic Absenteeism

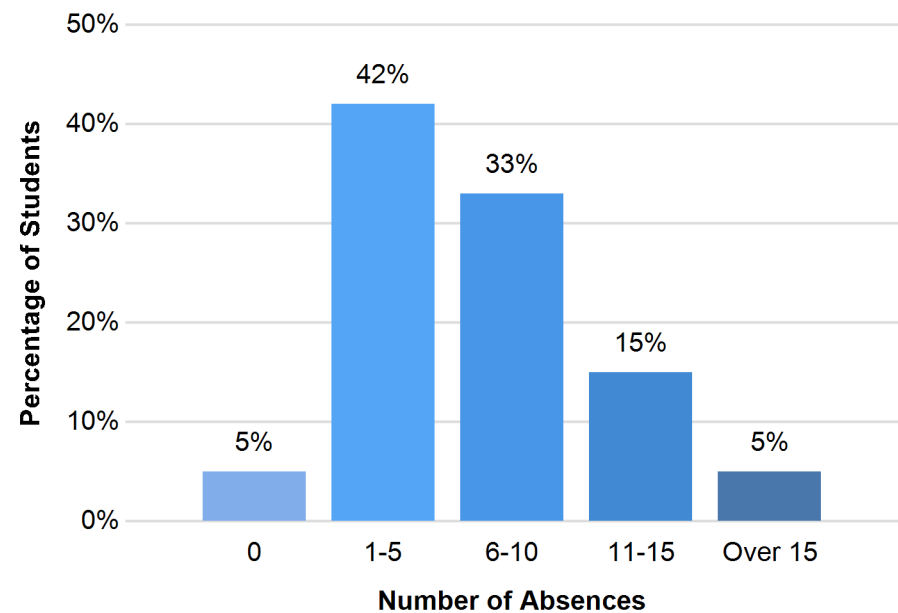
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	2.20	7.30	Met Target
White	2.70	7.30	Met Target
Hispanic	1.50	7.30	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	0	7.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	3.20	7.30	Met Target
Economically Disadvantaged Students	4.40	7.30	Met Target
Students with Disabilities	3.30	7.30	Met Target
English Learners	N	**	**

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

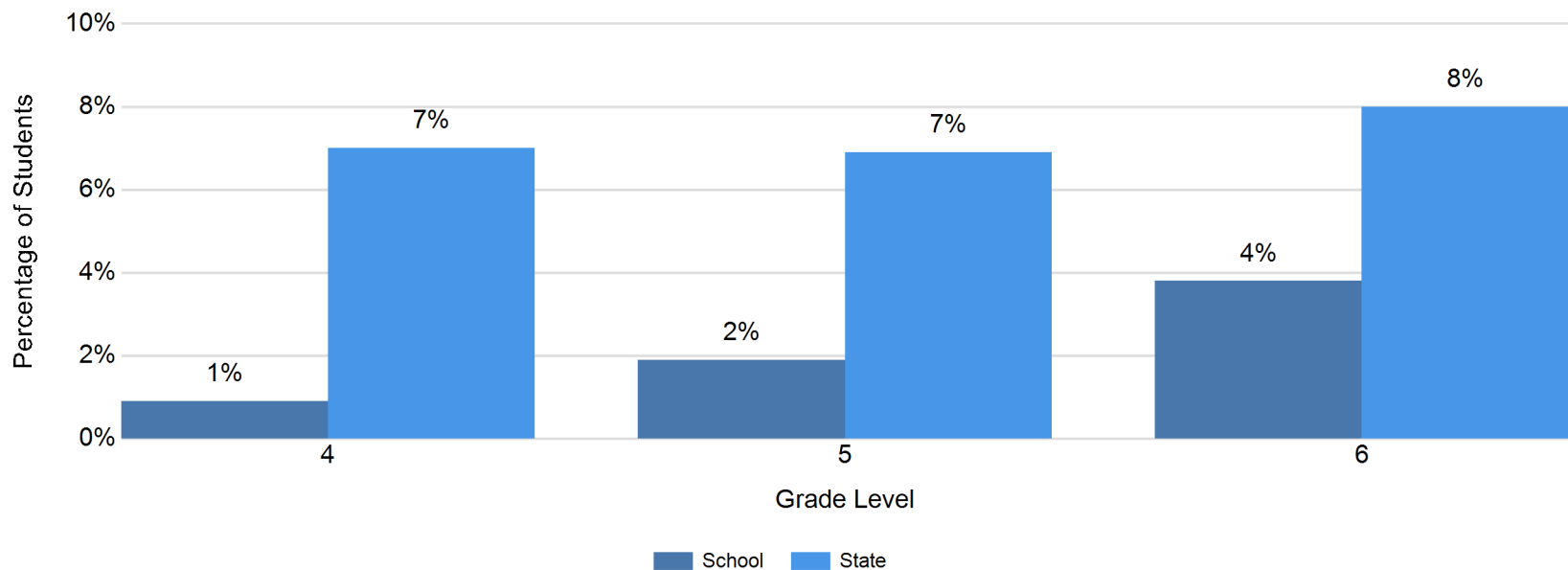
### Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



### Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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### School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:15AM
Typical End Time	2:55PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 36 Mins.
Shared Time - Instructional Time	*

### Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	1
Vandalism	2
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	1.26

### Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	2.2%
Out-of-School Suspensions	0.6%
Any Suspension	2.5%

### Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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### Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.0:1	392.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

### Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$301	\$13,967	\$14,268



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	51	120,724
Average years experience in public schools	10.8	11.8
Average years experience in district	8.9	10.5
Teachers in district for 4 or more years	73%	74%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	18	9,506
Average years experience in public schools	16.8	15.9
Average years experience in district	12.0	11.6
Administrators in district for 4 or more years	89%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	318:1	142:1
Librarian/Media Specialists		850:1
Nurses		510:1
Counselors		425:1
Child Study Team		232:1



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**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	82%	89%
2015-16 Administrators: Same district 2016-17	83%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	61.7	17.5%
Mathematics Proficiency	57.2	17.5%
English Language Arts Growth	50.7	25.0%
Mathematics Growth	57.1	25.0%
Chronic Absenteeism	94.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		62.0
<b>Summative Rating:</b> Percentile rank of Summative Score		69.6
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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### Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	62.0	11.9	No	Not Met	Met Target	Met Target	Met Target	Met Target	No
White	55.7	11.9	No	Met Target†	Met Target	Met Target	Met Target	Met Target	No
Hispanic	69.8	11.9	No	Not Met	Met Target	Met Target	Met Target	Met Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	56.9	11.9	No	Met Target†	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	76.5	11.9	No	Met Target†	Met Target†	Met Target	Exceeds Target	Met Target	No
Economically Disadvantaged Students	64.1	11.9	No	N	N	Met Target	Met Target	Exceeds Target	No
Students with Disabilities	31.1	11.9	No	Not Met	Not Met	Met Target	Not Met	Not Met	No
English Learners	**	**	No	**	N	**	**	**	No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.





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### School General Info

<b>Principal:</b>	Mrs. Carrion	<b>Email Address:</b>	<a href="mailto:jcarrion@rutherfordschools.org">jcarrion@rutherfordschools.org</a>
<b>Address:</b>	70 E PIERREPONT AVE RUTHERFORD, NJ 07070-2333	<b>Website:</b>	<a href="http://www.rutherfordschools.org/pierrepont">www.rutherfordschools.org/pierrepont</a>
<b>Phone:</b>	(201)438-7675		




### School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Curriculum includes Math In Focus, Writers Workshop, and Mystery Science</li> <li>• Students have access to technology everyday with all students utilizing 1:1 personal Chromebooks</li> <li>• All students participate in STEM, Digital Arts, Computer Applications, and Spanish cycle courses</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>At Pierrepont School we encourage our students to take intellectual risks in a challenging yet supportive environment. The climate of our school is one in which students feel safe, nurtured, and free to express themselves creatively. We strive to prepare students for middle school and their future by fostering learning, leadership, decision-making, community responsibility, and above all, character.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>We were selected as an NFL Play 60 school and participated in the NY Jets Stomp Out Bullying program.</p>

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

 <div> <div>Courses, Curriculum, Instruction:</div> </div>	<p>All curriculum are aligned to NJSLS. Students have regular use of Chromebooks on a daily basis. In addition to the core academic subjects, students participate in physical education, art, music, and library studies. All students complete one academic quarter of STEM, digital arts, computer applications, and Spanish. A pull-out gifted and talented program is offered to students who qualify.</p>
 <div> <div>Clubs and Activities:</div> </div>	<p>We offer a multitude of co-curricular offerings to our students that include: Chorus, Band, Drama Club, Peer Tutoring, Fitness Club, Rachel's Challenge, Sign Language Club, Book Club, Art Club, STEM Club, an intramural sports program, Spanish Club, Green Team, Community Service Club, and Odyssey of the Mind.</p>
 <div> <div>Before and After School Programs:</div> </div>	<p>After school, students have access to a "Homework Club" that provides a quiet place to complete homework under the supervision of a certified teacher. The computer lab and media center are also available to students after school.</p>







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## School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

 <b>Staff and Professional Learning:</b>	<p>Certified staff members are all members of Professional Learning Communities that meet on a regular basis. Monthly faculty meetings are dedicated to professional development.</p>
 <b>Student Supports and Services:</b>	<p>A school psychologist, LDT-C, and speech therapist are housed in the building. We offer two fully inclusive, co-taught homerooms in grades 4 and 6 and three co-taught homerooms in grade 5. Our comprehensive Response to Intervention Program (RTI) allows for content specialists to push into classrooms and also provide small group, pull-out support. An academic guidance counselor oversees the RTI program and runs a Peer Tutoring program for students.</p>
 <b>Student Health and Wellness:</b>	<p>A full time Student Assistance Counselor meets with students individually and in small groups. Students participate in Health and Physical Education class two days per week. Daily recess is supervised by certified physical education teachers.</p>
 <b>Parent and Community Involvement:</b>	<p>An active PTA partners with and supports school initiatives. Parent volunteers assist with lunch sales, book fairs, student recognition programs, and evening events. A Parent Advisory Committee meets quarterly with building administration and teacher representatives.</p>




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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

**Navigating through the reports:**

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

**Other Resources:**

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.state.nj.us](mailto:reportcard@doe.state.nj.us)



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
9	173	208	178
10	177	172	205
11	194	166	170
12	198	192	166
Ungraded	6	9	10
Total	748	747	729

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	52%	51%	50%
Male	48%	49%	50%
Economically Disadvantaged Students	4%	4%	3%
Students with Disabilities	10%	10%	10%
English Learners	1%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	57.3%
Hispanic	20.3%
Asian	17.2%
Black or African American	2.9%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	2.1%

Enrollment Trends by Full and Shared Time

This table shows the number of full and shared time students. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17
Full Time Students	726
Shared Time Students	4
Full Time Equivalent	728

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	82.0%
Korean	5.2%
Spanish	5.2%
Gujarati	1.8%
Other	5.2%



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**English Language Arts/Literacy Assessment - Participation and Performance**

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	335	87.1	62.40	66.20	54.90	57.2	70.8	Not Met
White	180	82.6	66.70	66.80	63.90	58	72.2	Not Met
Hispanic	69	93.4	42.00	55.60	39.80	41.2	54.7	Not Met
Black or African American	14	100.0	50.00	43.90	35.20	50	**	**
Asian, Native Hawaiian, or Pacific Islander	63	95.5	74.60	78.30	80.70	74.6	80	Met Target†
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	155	82.0	72.30	74.20	62.20	62.4		
Male	180	92.0	53.80	58.60	48.10	52.1		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	40	95.2	*	*	20.50	*	21	Not Met
Students without Disabilities	295	86.1	*	*	61.90	*		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	33.30	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 9**

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	179	762	762	749	*	*	16%	56%	16%	72%	52%
White	100	766	766	757	*	*	13%	60%	18%	78%	62%
Hispanic	37	741	741	733	*	*	*	43%	*	46%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	29	775	775	777	0%	*	*	62%	*	86%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	88	770	770	756	*	*	*	63%	18%	81%	60%
Male	91	755	755	741	*	*	*	50%	13%	63%	43%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	20	713	713	714	*	*	*	*	0%	10%	13%
Students without Disabilities	159	768	768	754	*	*	*	*	18%	79%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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### English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	159	754	754	743	11%	9%	29%	30%	21%	51%	46%
White	81	756	756	749	*	*	25%	30%	22%	52%	52%
Hispanic	34	735	735	728	*	*	35%	*	*	35%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	34	767	767	774	*	*	*	41%	*	65%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	67	764	764	752	*	*	21%	33%	*	61%	54%
Male	92	747	747	734	*	*	35%	28%	*	44%	39%
Economically Disadvantaged Students	*	*	*	726	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	54%
Students with Disabilities	20	707	707	704	*	*	*	*	*	*	12%
Students without Disabilities	139	761	761	749	*	*	*	*	*	*	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	*	*	*	733	*	*	*	*	*	*	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*





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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 11\*\***

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	68	730	730	736	24%	*	24%	29%	*	34%	38%
White	40	725	725	738	33%	*	*	28%	*	33%	40%
Hispanic	17	744	744	731	*	*	*	*	*	41%	34%
Black or African American	N	N	N	728	N	N	N	N	N	N	30%
Asian, Native Hawaiian, or Pacific Islander	10	727	727	756	*	*	*	*	0%	30%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	25	734	734	744	*	*	*	*	*	32%	46%
Male	43	728	728	729	*	*	*	*	*	35%	31%
Economically Disadvantaged Students	N	N	N	729	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	68	730	730	740	24%	*	24%	29%	*	34%	42%
Students with Disabilities	17	703	703	709	*	*	0%	*	*	24%	12%
Students without Disabilities	51	739	739	741	*	*	31%	*	*	37%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

\*\*Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.

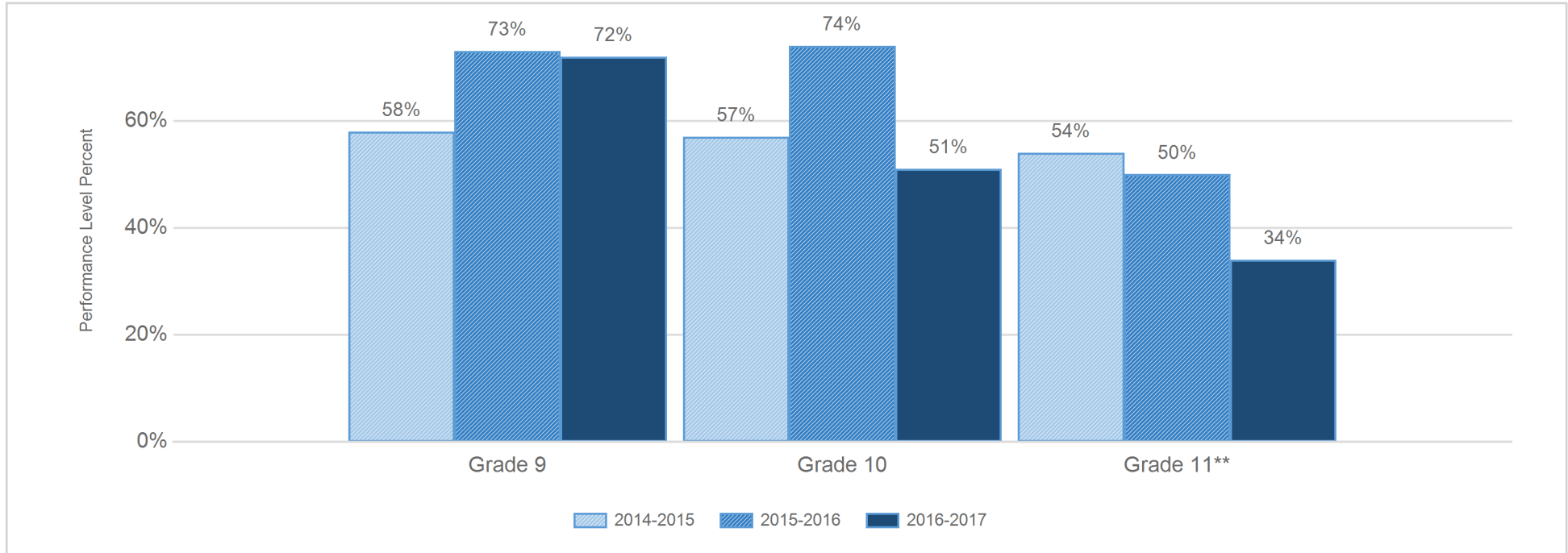


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



\*\* Grade 11 students who take AP/IB English are exempt from taking the PARCC/ELS exam and their performance may not be reflected in the results.



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**Mathematics Assessment - Participation and Performance**

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	341	88.2	37.20	51.20	43.50	34.5	45.9	Not Met
White	185	84.5	38.30	51.30	52.40	34.1	44.3	Not Met
Hispanic	72	93.7	18.10	34.60	27.60	17.8	31.9	Not Met
Black or African American	14	100.0	14.30	19.50	21.70	14.3	**	**
Asian, Native Hawaiian, or Pacific Islander	61	95.3	60.60	72.60	75.60	60.6	62.1	Met Target†
American Indian or Alaska Native	*	*	*	100.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	158	83.2	31.60	50.50	44.10	27.7		
Male	183	93.0	42.10	51.90	42.90	41.1		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	40	95.2	*	*	16.50	*	13.2	Not Met
Students without Disabilities	301	87.4	*	*	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	33.30	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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**Mathematics Assessment - Performance by Test: Algebra I**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	53	725	750	743	*	28%	42%	*	0%	13%	42%
White	28	729	751	751	*	*	46%	*	0%	18%	52%
Hispanic	16	712	733	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	21	727	748	744	*	*	48%	*	0%	14%	43%
Male	32	724	753	741	*	*	38%	*	0%	13%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	17	708	*	714	*	*	*	*	*	*	10%
Students without Disabilities	36	733	*	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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**Mathematics Assessment - Performance by Test: Geometry**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	259	739	739	734	*	22%	39%	31%	*	34%	30%
White	144	738	738	740	*	24%	37%	31%	*	34%	38%
Hispanic	54	732	732	722	*	26%	46%	20%	*	20%	14%
Black or African American	10	739	739	719	0%	*	*	*	0%	20%	*
Asian, Native Hawaiian, or Pacific Islander	44	752	752	758	0%	*	32%	43%	*	55%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	123	737	737	735	*	25%	46%	25%	*	27%	31%
Male	136	741	741	733	*	20%	33%	36%	*	41%	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	26	711	711	711	*	*	*	*	*	*	*
Students without Disabilities	233	742	742	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	727	*	*	*	*	*	*	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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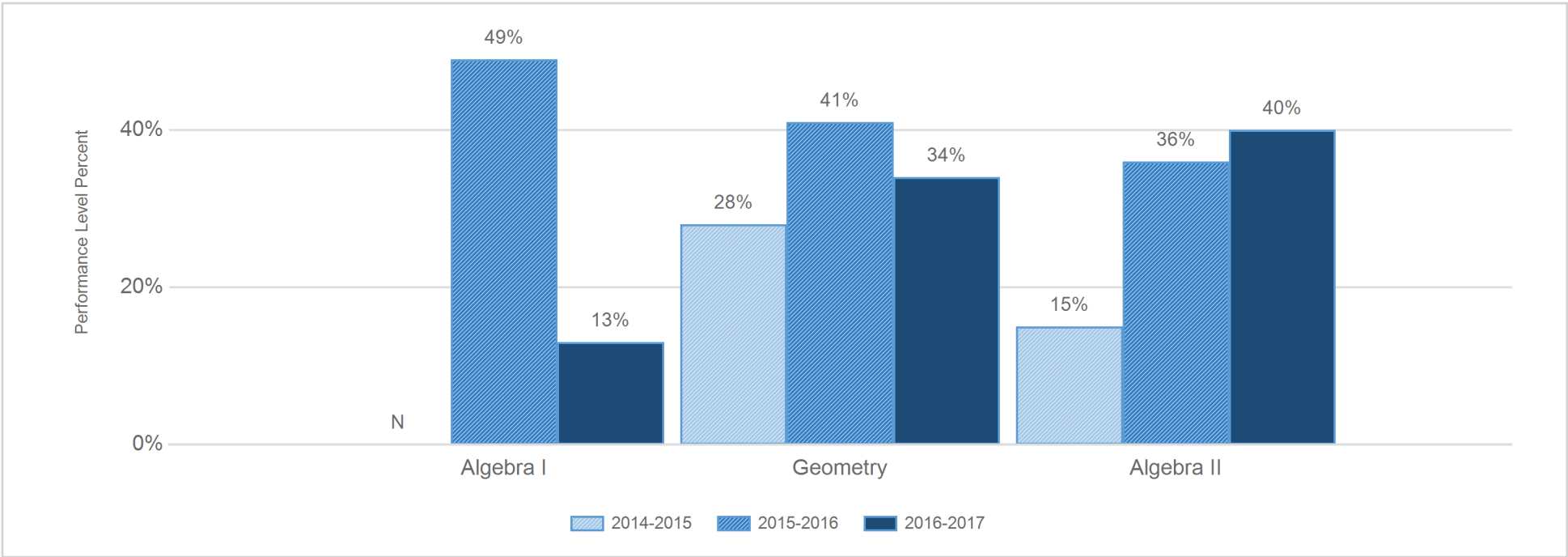
**Mathematics Assessment - Performance by Test: Algebra II**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	82	738	738	725	27%	*	20%	35%	*	40%	28%
White	46	735	735	731	35%	*	*	37%	*	41%	33%
Hispanic	18	725	725	710	*	*	*	*	*	11%	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	36	740	740	725	28%	*	*	39%	*	42%	27%
Male	46	737	737	725	26%	*	*	33%	*	39%	29%
Economically Disadvantaged Students	N	N	N	708	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	82	738	738	733	27%	*	20%	35%	*	40%	35%
Students with Disabilities	13	695	695	692	*	*	*	*	*	*	*
Students without Disabilities	69	746	746	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

### Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	N	N

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency. The table also shows the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N





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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

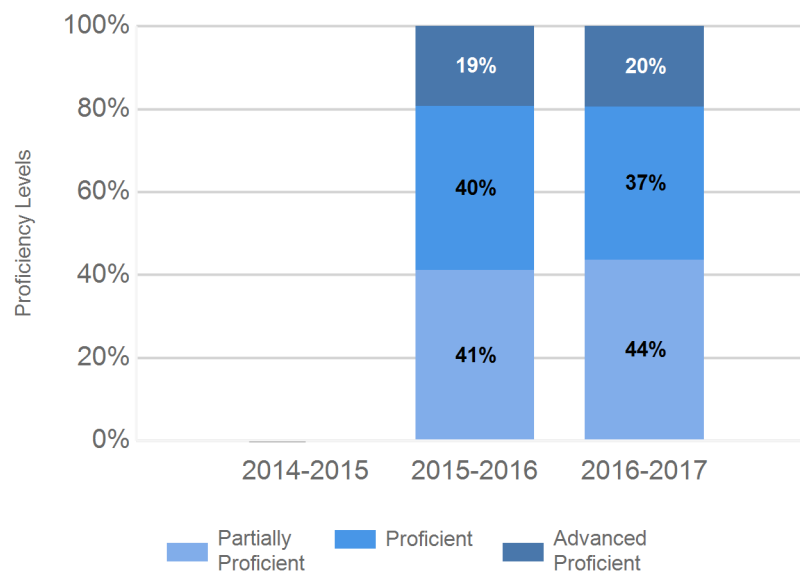
**Biology Assessment - Performance**

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	20%	37%	44%
White	24%	36%	40%
Hispanic	2%	37%	61%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	29%	39%	32%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	*	*	*
Students with Disabilities	N	*	*
English Learners	N	N	*

**Biology Assessment - Proficiency Trends**

This graph displays the percentage of students by proficiency category for the past three school years.





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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	53.9%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	32.6%	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	521	481	Varies By Grade	83%	67%
PSAT - Math	508	483	Varies By Grade	53%	49%
SAT - Reading and Writing	567	551	480	87%	77%
SAT - Math	563	552	530	70%	58%
ACT - Reading	24	24	22	69%	65%
ACT - English	24	24	18	85%	79%
ACT - Math	23	24	22	61%	65%
ACT - Science	24	23	23	56%	54%



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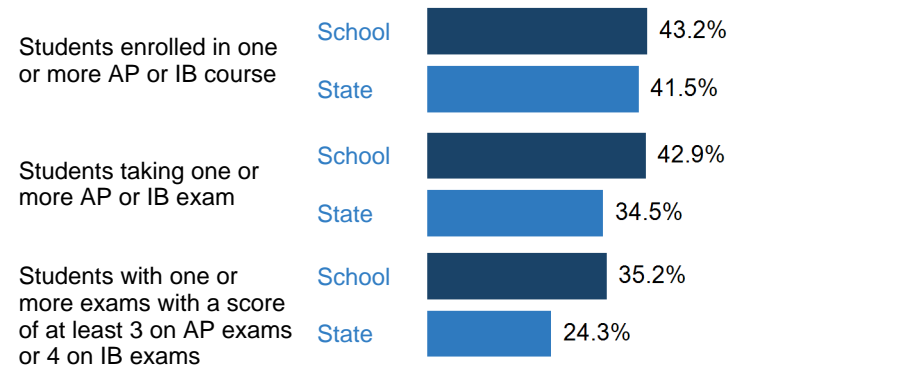
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **Dual enrollment** courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	19	19
AP Calculus AB	13	13
AP Chemistry	7	8
AP Computer Science A	22	22
AP English Language and Composition	58	58
AP English Literature and Composition	18	18
AP European History	11	11
AP French Language and Culture	5	5
AP Italian Language and Culture	0	1
AP Music Theory	6	6
AP Physics 1	0	7
AP Physics B	7	0
AP Psychology	47	47
AP Spanish Language	8	7
AP Statistics	1	1
AP Studio Art—Drawing Portfolio	3	3
AP U.S. History	32	32
Total Exams Taken		258
Exams with scores of at least 3 on AP exams or 4 on IB exams		199



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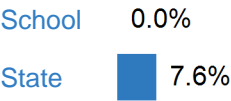
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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

The chart below shows the percentage of students within the school and state who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time CTE programs in a county vocational school district are included in both the county vocational school and their sending school.

CTE Participants  
(completed only one course in an approved CTE program)



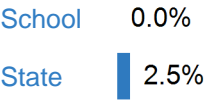
CTE Concentrators  
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Architecture & Construction	*	*
Transportation, Distribution & Logistics	*	*
Total non-duplicated number of students**	*	
Total number of credentials earned in all clusters		*

\*\*Students may earn credentials in more than one Career Cluster



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

### Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	53	131	1	0	0	0	10
10	4	163	60	4	0	0	11
11	0	4	62	81	0	0	27
12	0	1	3	20	38	68	47
Schoolwide	57	299	126	105	38	68	95
Enrolled in AP/IB Course					13	0	0

### Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	176	0	0	5	0	0
10	9	126	0	75	2	3
11	14	25	0	3	71	75
12	7	14	0	2	30	46
Schoolwide	206	165	0	85	103	124
Enrolled in AP/IB Course	19	7		0	7	0



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

### Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	179	3	0	0	0	0
10	5	206	0	0	0	0
11	0	171	0	0	0	14
12	2	9	0	127	0	37
Schoolwide	186	389	0	127	0	51
Enrolled in AP/IB Course	0	32	0	47	0	11

### World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	157	18	0	0	0	0	0
10	165	26	0	0	0	0	0
11	78	24	0	0	0	0	0
12	14	6	0	0	0	0	0
Schoolwide	414	74	0	0	0	0	0
Enrolled in AP/IB Course	8	5	0	0	0	0	0
Enrolled in Level 3 or Higher	136	28	0	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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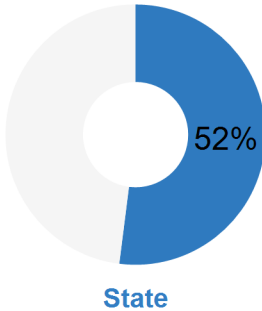
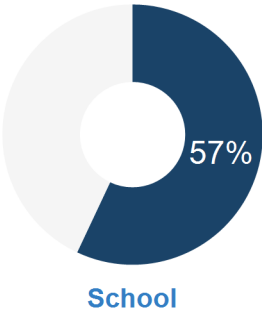
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Visual and Performing Arts – Course Participation

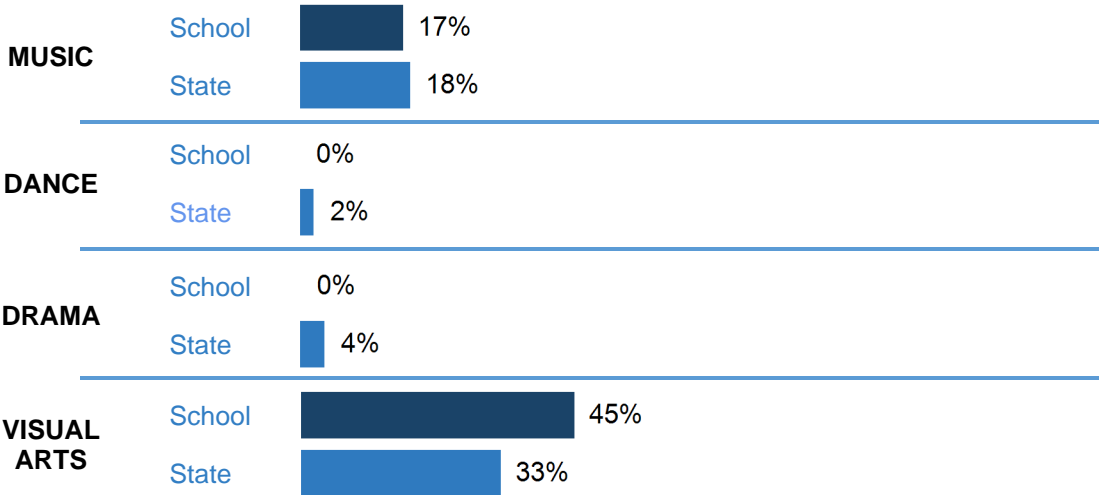
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 9-12:

Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	90.4%	90.5%	95.6%	91.8%	93.8%	94.7%	Not Met	96.1%	N	Met Goal
White	91.4%	94.5%	96.0%	95.1%	96.0%	N	Met Goal	96.8%	N	Met Goal
Hispanic	86.5%	84.3%	92.9%	86.3%	*	92.8%	Not Met	92.7%	96.0%	Not Met
Black or African American	*	83.4%	*	85.3%	90.0%	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	96.6%	100.0%	97.5%	100.0%	N	Met Goal	97.0%	N	Met Goal
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	*	83.9%	*	85.6%	*	**	**	*	**	**
Students with Disabilities	57.9%	78.8%	82.6%	82.1%	76.0%	90.7%	Not Met	90.5%	92.2%	Not Met
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	N	73.2%	*	74.4%	*	*	N	*		

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2017	90.4%	-
2016	93.8%	95.6%
2015	94.7%	96.1%

Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the last three school years for the school and the state.

School Year	School Rate	State Rate
2016-2017	0.6%	1.1%
2015-2016	0.3%	1.1%
2014-2015	0.3%	1.1%

\*\* ESSA accountability targets are only included if data is available for at least 20 students





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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	80%	21.2%	78.8%
White	79.4%	16.1%	84%
Hispanic	72.7%	33.3%	66.7%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	91.7%	22.7%	77.3%
American Indian or Alaska Native	N	N	N
Two or More Races	*	0%	*
Economically Disadvantaged Students	*	0%	*
Students with Disabilities	*	*	0%
English Learners	*	*	0%

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	87.4%	24%	76.1%	70.1%	29.9%	60.5%	39.5%
White	90.4%	26.9%	73.1%	71.2%	28.9%	57.7%	42.3%
Hispanic	84%	23.8%	76.2%	61.9%	38.1%	66.7%	33.3%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	87.5%	11.4%	88.6%	65.7%	34.3%	60%	40%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	72.7%	25%	75%	87.5%	12.5%	62.5%	37.5%
Students with Disabilities	52.9%	55.6%	44.4%	77.8%	22.2%	88.9%	11.1%
English Learners	*	*	*	*	*	*	*



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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

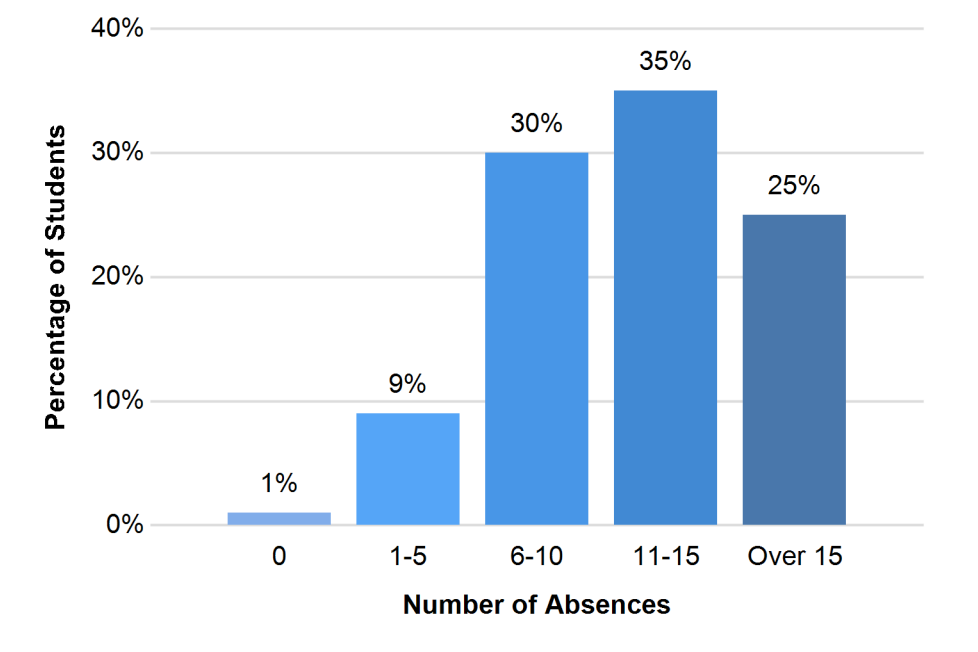
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.00	14.30	Met Target
White	8.30	14.30	Met Target
Hispanic	12.80	14.30	Met Target
Black or African American	4.50	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	2.30	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	8.00	14.30	Met Target
Students with Disabilities	18.60	14.30	Not Met
English Learners	N	**	**

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



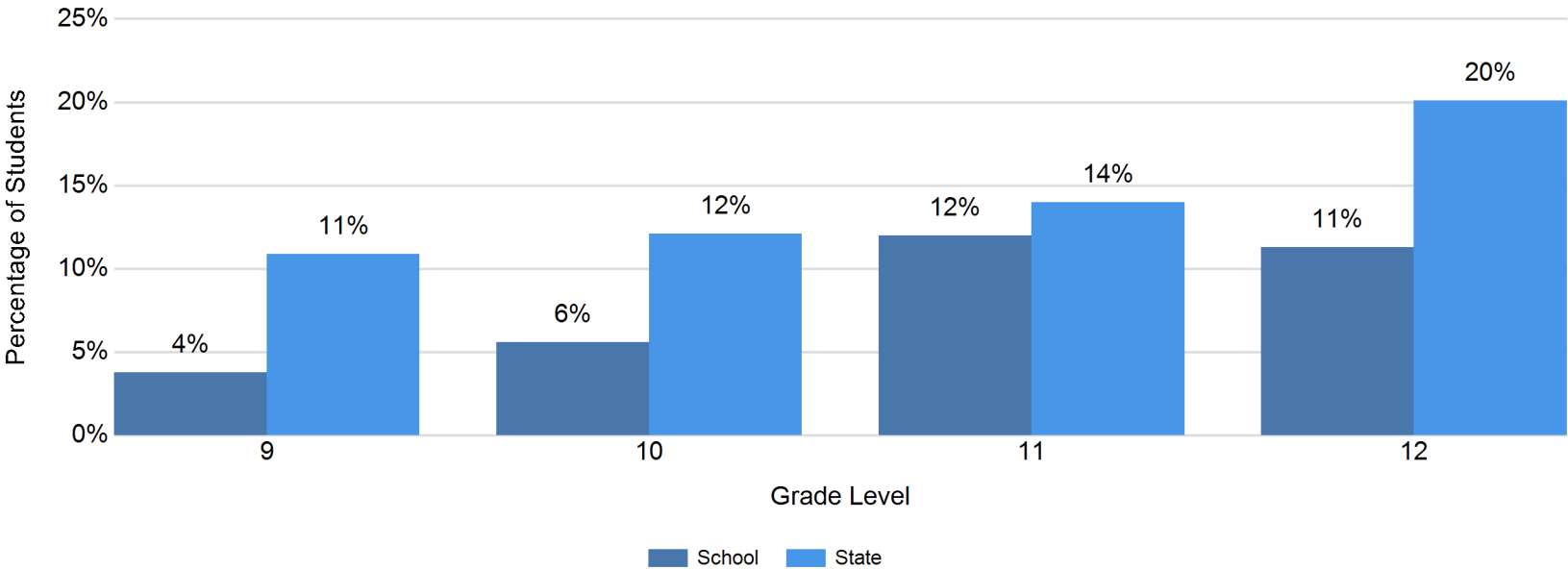


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	7:55AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs. 41 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	3
Vandalism	1
Weapons	0
Substances	6
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	1.51

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	10.7%
Out-of-School Suspensions	4.3%
Any Suspension	15.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	392.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$301	\$13,967	\$14,268



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	69	120,724
Average years experience in public schools	12.1	11.8
Average years experience in district	10.7	10.5
Teachers in district for 4 or more years	75%	74%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	18	9,506
Average years experience in public schools	16.8	15.9
Average years experience in district	12.0	11.6
Administrators in district for 4 or more years	89%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	91:1	142:1
Librarian/Media Specialists		850:1
Nurses		510:1
Counselors		425:1
Child Study Team		232:1



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

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**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	82%	89%
2015-16 Administrators: Same district 2016-17	83%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	60.3	17.5%
Mathematics Proficiency	53.8	17.5%
Graduation - 4-Year	45.9	25.0%
Graduation - 5-Year	60.2	25.0%
Chronic Absenteeism	72.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		57.3
Summative Rating: Percentile rank of Summative Score		58.3
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.





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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	57.3	6.2	No	Not Met	Not Met	Met Target	Not Met	Met Goal	No
White	58.0	6.2	No	Not Met	Not Met	Met Target	Met Goal	Met Goal	No
Hispanic	51.1	6.2	No	Not Met	Not Met	Met Target	Not Met	Not Met	No
Black or African American	**	**	No	**	**	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	57.4	6.2	No	Met Target†	Met Target†	Met Target	Met Goal	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	Met Target	**	**	No
Students with Disabilities	44.6	6.2	No	Not Met	Not Met	Not Met	Not Met	Not Met	At Risk
English Learners	**	**	No	**	**	**	**	**	No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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### School General Info

<b>Principal:</b>	Mr. Morano	<b>Email Address:</b>	<a href="mailto:fmorano@rutherfordschools.org">fmorano@rutherfordschools.org</a>
<b>Address:</b>	56 ELLIOTT PL RUTHERFORD, NJ 07070-1965	<b>Website:</b>	<a href="http://www.rutherfordschools.org">www.rutherfordschools.org</a>
<b>Phone:</b>	(201)438-7675		

### School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• RHS has a state of the art STEM lab that offers various courses for all levels of students.</li> <li>• 143 students participated in Advanced Placement courses. 83% of those students scored a 3 or higher.</li> <li>• RHS has an extensive TV Production program that offers beginner and advanced courses in a high-tech TV studio.</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>The mission of Rutherford High School, an increasingly diverse community, is to offer a challenging, multifaceted, safe learning environment for students of all abilities in order to foster personal, academic, cultural and civic growth as a foundation for becoming productive and responsible members of society.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>RHS is a past National Blue Ribbon School of Excellence Award winner.</p>



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## School Narrative

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### Courses, Curriculum, Instruction:

RHS partners with both Farleigh Dickenson University and Bergen Community College to allow students to earn college credit while in high school. We offer 17 AP courses to challenge our students. Most teachers effectively utilize Google classroom on a daily basis.



### Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys)

National Champion in high jump. Football team, boy's cross country team, and girls tennis team all league champs.



### Clubs and Activities:

RHS offers over 60 clubs for our students. There is a club for everyone! We have NHS tutoring for our students. Successful choir and band programs. Nine students were accepted into the Bergen County Choir. One student won the 2017 NJ Governor's Award in NJ for All-State Chorus. Academic Decathlon team placed 4th in the region. Math team placed first in Bergen County Math League.








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**School Narrative**

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 <b>Staff and Professional Learning:</b>	<p>Teachers meet monthly with PLCs that cover a wide range of topics including but not limited to; curriculum, common assessments, SGOs, and best practice techniques. All monthly faculty meeting are professional development based. RHS has partnered with the South Bergen Jointure Commission to offer PD in many fields.</p>
 <b>Postsecondary Information:</b>	<p>RHS has 93% of students attending college. The guidance department supports students applying to college and for financial aid by hosting evening events for students and parents on these topics. Students use Naviance to assist in the process. All 10th graders are given the Pre-ACT and 11th graders are given the PSAT during the school day.</p>
 <b>Student Supports and Services:</b>	<p>RHS offers co-teaching classes and LLD program for special education students. English language learners work with a certified ELL teacher during the school day. There is an extremely effective RTI program in place. Tutoring is available by the NHS students.</p>
 <b>Student Health and Wellness:</b>	<p>Our physical eduation department has the mission of creating a lifetime of fitness and wellness for our students. All units include fitness days. We offer a course called Fitness through Nutrition.</p>
 <b>Parent and Community Involvement:</b>	<p>RHS has a very active PTSA. Student and teacher representatives serve on the board. Parent Portal is available for parents to monitor grades in realtime. RHS parents are involved in SEPAC.</p>



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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>RHS offers 9 computer labs. There is also a state of the art STEM lab as well as high-tech TV Studio. Every room is air-conditioned to provide a comfortable environment for our students.</p>
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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

<div>Other Information:</div>	<p>We currently run a four day rotating block schedule with 56 minute classes and 1 common lunch. We have multiple mobile labs to increase the use of technology. Heroes and Cool Kids is an extremely active program within the school.</p>
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

### Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

### Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.state.nj.us](mailto:reportcard@doe.state.nj.us)



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
4	91	96	0
5	92	105	0
6	101	92	0
7	91	103	180
8	109	89	203
Ungraded	0	0	11
Total	484	485	394

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	50%	52%	50%
Male	50%	48%	50%
Economically Disadvantaged Students	5%	7%	4%
Students with Disabilities	9%	10%	12%
English Learners	1%	2%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	61.4%
Hispanic	17.5%
Asian	15.7%
Black or African American	2.0%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.3%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	82.7%
Spanish	3.8%
Gujarati	3.6%
Korean	2.3%
Portuguese	1.3%
Other	7.0%





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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	387	98.0	68.50	66.20	54.90	68.5	66.6	Met Target
White	235	97.5	65.50	66.80	63.90	65.5	63.2	Met Target
Hispanic	66	97.1	65.20	55.60	39.80	65.2	66.5	Met Target†
Black or African American	10	100.0	40.00	43.90	35.20	40	**	**
Asian, Native Hawaiian, or Pacific Islander	63	100.0	82.50	78.30	80.70	82.5	74.1	Met Goal
American Indian or Alaska Native	N	N	N	100.00	53.70	N	**	**
Two or More Races	13	100.0	92.30	73.70	54.90	92.3	**	**
Female	192	99.0	74.00	74.20	62.20	74		
Male	195	97.0	63.10	58.60	48.10	63.1		
Economically Disadvantaged Students	20	100.0	25.00	33.70	36.20	25	49.2	Not Met
Non-Economically Disadvantaged Students	367	97.9	70.80	68.00	65.80	70.8		
Students with Disabilities	47	95.9	21.30	*	20.50	21.3	24.8	Met Target†
Students without Disabilities	340	98.3	75.00	*	61.90	75		
English Learners	14	100.0	35.70	33.30	25.20	35.7	**	**
Non-English Learners	373	97.9	69.70	67.20	57.40	69.7		
Homeless Students	N	N	N	33.30	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	753	N	N	N	N	N	N	56%
White	N	N	N	762	N	N	N	N	N	N	67%
Hispanic	N	N	N	740	N	N	N	N	N	N	40%
Black or African American	N	N	N	737	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	N	N	N	758	N	N	N	N	N	N	61%
Male	N	N	N	749	N	N	N	N	N	N	51%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	36%
Non-Economically Disadvantaged Students	N	N	N	764	N	N	N	N	N	N	69%
Students with Disabilities	N	N	N	725	N	N	N	N	N	N	25%
Students without Disabilities	N	N	N	759	N	N	N	N	N	N	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	N	N	N	755	N	N	N	N	N	N	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	756	N	N	N	N	N	N	59%
White	N	N	N	763	N	N	N	N	N	N	69%
Hispanic	N	N	N	743	N	N	N	N	N	N	44%
Black or African American	N	N	N	740	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	N	N	N	761	N	N	N	N	N	N	66%
Male	N	N	N	750	N	N	N	N	N	N	53%
Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	N	N	N	765	N	N	N	N	N	N	71%
Students with Disabilities	N	N	N	725	N	N	N	N	N	N	22%
Students without Disabilities	N	N	N	762	N	N	N	N	N	N	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	N	N	N	757	N	N	N	N	N	N	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	752	N	N	N	N	N	N	54%
White	N	N	N	758	N	N	N	N	N	N	63%
Hispanic	N	N	N	740	N	N	N	N	N	N	38%
Black or African American	N	N	N	736	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	N	N	N	758	N	N	N	N	N	N	61%
Male	N	N	N	746	N	N	N	N	N	N	46%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	N	N	N	761	N	N	N	N	N	N	65%
Students with Disabilities	N	N	N	722	N	N	N	N	N	N	17%
Students without Disabilities	N	N	N	758	N	N	N	N	N	N	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	N	N	N	753	N	N	N	N	N	N	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	182	765	765	756	*	*	21%	30%	35%	64%	59%
White	115	763	763	764	*	*	25%	31%	30%	61%	69%
Hispanic	28	751	751	742	*	*	*	36%	*	61%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	28	783	783	784	0%	*	*	*	64%	79%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	85	769	769	764	*	*	21%	35%	37%	72%	68%
Male	97	761	761	749	*	*	21%	25%	33%	58%	51%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	70%
Students with Disabilities	27	725	725	719	*	*	*	*	*	22%	19%
Students without Disabilities	155	772	772	763	*	*	*	*	*	72%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	182	765	765	758	*	*	21%	30%	35%	64%	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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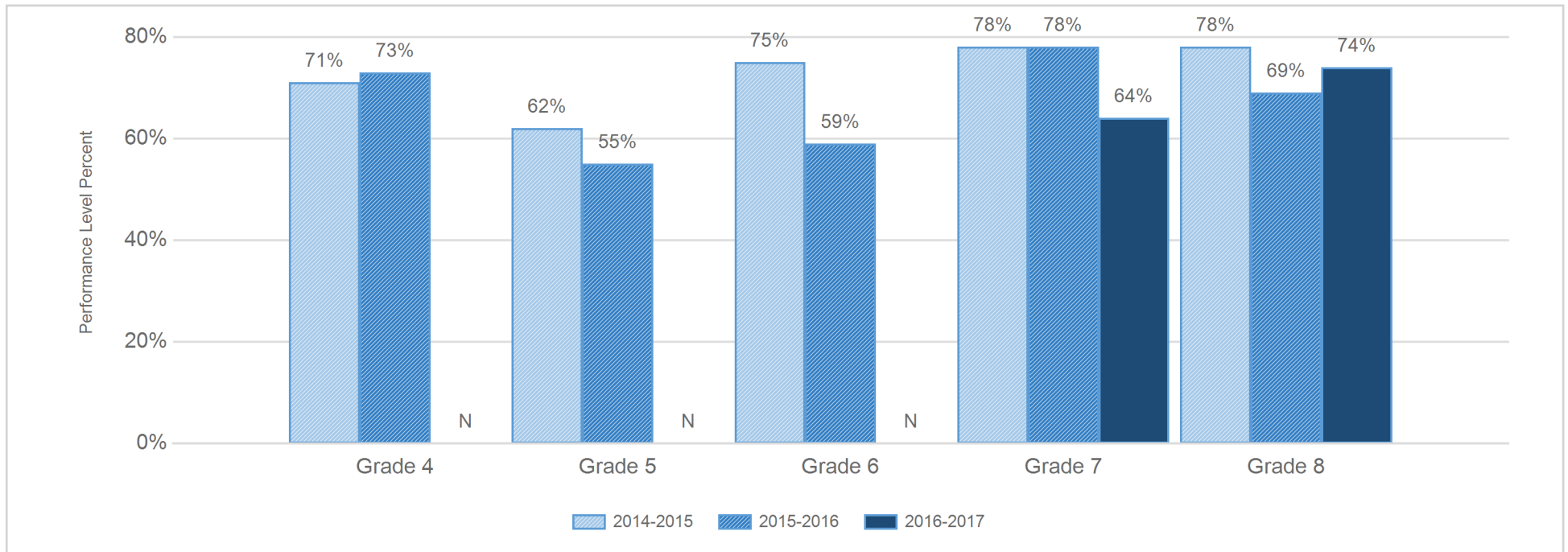
English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	200	767	767	757	*	*	15%	49%	25%	74%	59%
White	116	767	767	764	*	*	15%	47%	25%	72%	68%
Hispanic	39	753	753	742	*	*	*	54%	*	67%	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	34	787	787	786	*	*	*	47%	41%	88%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	103	775	775	766	*	*	14%	46%	33%	79%	68%
Male	97	760	760	749	*	*	16%	52%	17%	68%	50%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	13	721	721	718	*	*	*	*	*	23%	18%
Students without Disabilities	187	771	771	764	*	*	*	*	*	77%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

## English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	388	98.0	51.30	51.20	43.50	51.3	54.5	Met Target†
White	235	97.6	50.30	51.30	52.40	50.3	55	Met Target†
Hispanic	67	97.2	32.80	34.60	27.60	32.8	37.3	Met Target†
Black or African American	10	100.0	10.00	19.50	21.70	10	**	**
Asian, Native Hawaiian, or Pacific Islander	63	100.0	73.00	72.60	75.60	73	69.9	Met Target
American Indian or Alaska Native	N	N	N	100.00	42.50	N	**	**
Two or More Races	13	100.0	92.30	65.60	44.90	92.3	**	**
Female	193	99.0	48.20	50.50	44.10	48.2		
Male	195	97.0	54.40	51.90	42.90	54.4		
Economically Disadvantaged Students	20	100.0	*	23.60	25.10	*	31.2	Not Met
Non-Economically Disadvantaged Students	368	97.9	*	52.80	54.30	*		
Students with Disabilities	47	95.9	17.10	*	16.50	17.1	24.8	Met Target†
Students without Disabilities	341	98.3	56.00	*	48.80	56		
English Learners	15	100.0	33.40	38.30	23.30	33.4	N	N
Non-English Learners	373	97.9	52.00	51.60	45.20	52		
Homeless Students	N	N	N	33.30	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.





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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	747	N	N	N	N	N	N	47%
White	N	N	N	755	N	N	N	N	N	N	59%
Hispanic	N	N	N	734	N	N	N	N	N	N	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	N	N	N	747	N	N	N	N	N	N	47%
Male	N	N	N	747	N	N	N	N	N	N	48%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	N	N	N	757	N	N	N	N	N	N	61%
Students with Disabilities	N	N	N	724	N	N	N	N	N	N	22%
Students without Disabilities	N	N	N	751	N	N	N	N	N	N	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	N	N	N	749	N	N	N	N	N	N	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	747	N	N	N	N	N	N	46%
White	N	N	N	754	N	N	N	N	N	N	57%
Hispanic	N	N	N	735	N	N	N	N	N	N	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	N	N	N	747	N	N	N	N	N	N	47%
Male	N	N	N	746	N	N	N	N	N	N	46%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	N	N	N	756	N	N	N	N	N	N	59%
Students with Disabilities	N	N	N	725	N	N	N	N	N	N	19%
Students without Disabilities	N	N	N	751	N	N	N	N	N	N	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	N	N	N	748	N	N	N	N	N	N	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance by Grade: Grade 6\*\*

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	743	N	N	N	N	N	N	44%
White	N	N	N	751	N	N	N	N	N	N	54%
Hispanic	N	N	N	731	N	N	N	N	N	N	27%
Black or African American	N	N	N	724	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	N	N	N	745	N	N	N	N	N	N	45%
Male	N	N	N	742	N	N	N	N	N	N	43%
Economically Disadvantaged Students	N	N	N	728	N	N	N	N	N	N	24%
Non-Economically Disadvantaged Students	N	N	N	752	N	N	N	N	N	N	56%
Students with Disabilities	N	N	N	717	N	N	N	N	N	N	13%
Students without Disabilities	N	N	N	748	N	N	N	N	N	N	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	N	N	N	745	N	N	N	N	N	N	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

\*\*Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Mathematics Assessment - Performance by Grade: Grade 7\*\*

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	184	751	751	741	*	11%	30%	44%	*	54%	40%
White	116	749	749	748	*	13%	30%	45%	*	53%	49%
Hispanic	29	736	736	730	*	*	35%	*	*	35%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	87	748	748	743	*	*	29%	52%	*	55%	41%
Male	97	753	753	740	*	*	31%	37%	*	54%	38%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	*	*	*	749	*	*	*	*	*	*	50%
Students with Disabilities	27	720	720	716	*	*	*	*	*	22%	11%
Students without Disabilities	157	756	756	746	*	*	*	*	*	60%	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

\*\*Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Mathematics Assessment - Performance by Grade: Grade 8\*\*

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	718	718	728	33%	*	33%	*	0%	15%	28%
White	27	718	718	736	*	*	*	*	0%	15%	35%
Hispanic	15	715	715	721	*	*	*	*	0%	13%	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	20	712	712	730	*	*	*	*	0%	15%	30%
Male	26	723	723	725	*	*	*	*	0%	15%	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	34%
Students with Disabilities	11	699	699	705	*	*	*	*	*	*	*
Students without Disabilities	35	724	724	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

\*\*Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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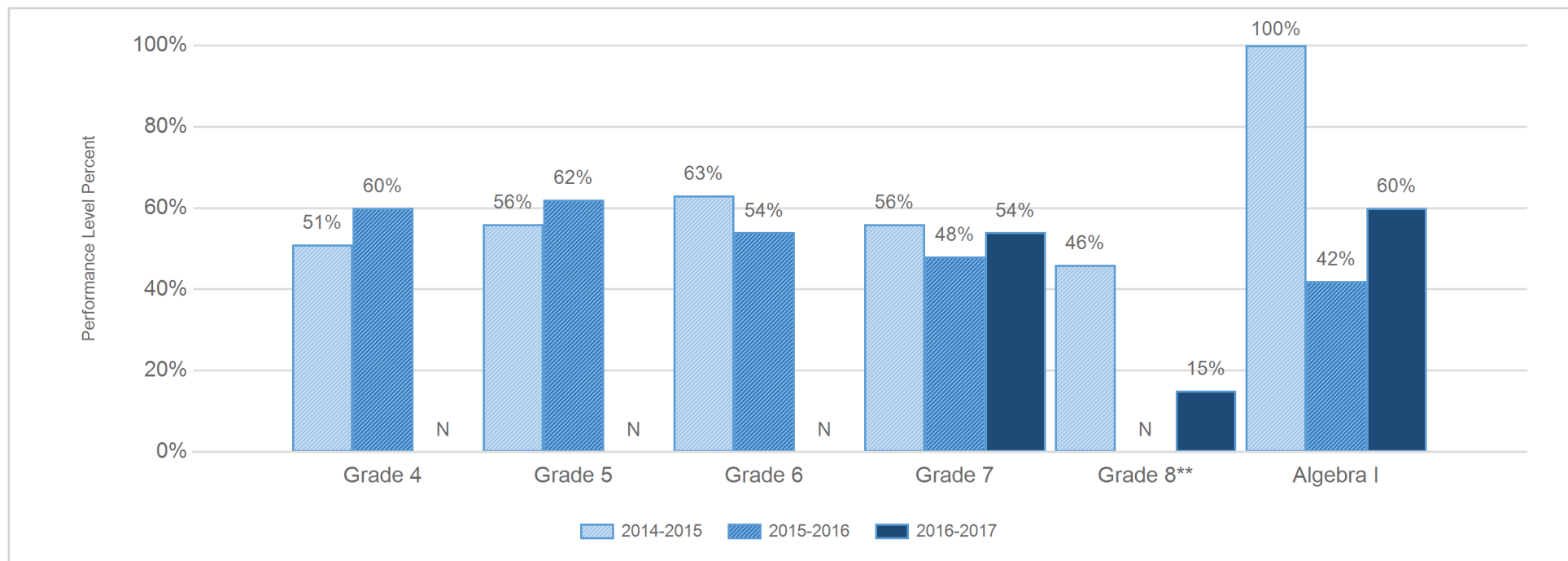
Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	158	758	750	743	*	11%	27%	53%	*	60%	42%
White	91	758	751	751	*	11%	29%	54%	*	59%	52%
Hispanic	25	747	733	728	*	*	40%	44%	0%	44%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	33	771	*	774	0%	*	*	61%	*	73%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	87	753	748	744	*	*	31%	46%	*	49%	43%
Male	71	766	753	741	*	*	23%	62%	*	72%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

# Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



\*\*Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
6	N	N
7	*	*
8	*	*

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency. The table also shows the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	N	N	N
4	N	N	N
5+	*	*	*





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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

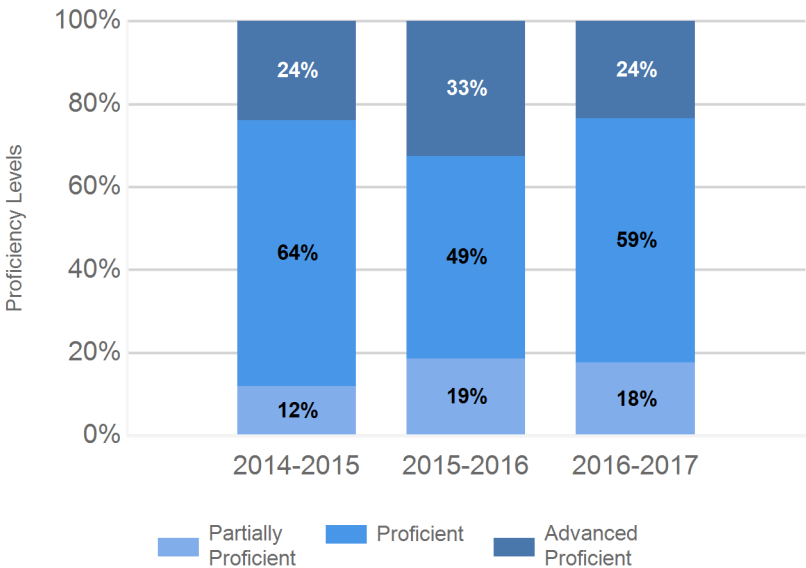
NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	24%	59%	18%
White	23%	60%	18%
Hispanic	15%	63%	23%
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	*	54%	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	N	*	*
Students with Disabilities	6%	25%	69%
English Learners	*	N	*

NJASK Science Assessment Performance Trends: Grade 8

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:  
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	37	45	50	Not Met	49	52	50	Met Target
White	32.5	43	50	Not Met	50	50	52	Met Target
Hispanic	35	43	49	Not Met	39	51	47	Not Met
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	50	59	60	Met Target	47	57.5	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	*	*	47	**	*	*	46	**
Students with Disabilities	29	29	41	Not Met	32.5	29	43	Not Met
English Learners	55	39	53	**	*	*	51	**

\*\* ESSA accountability targets are only included if data is available for at least 20 students.



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Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

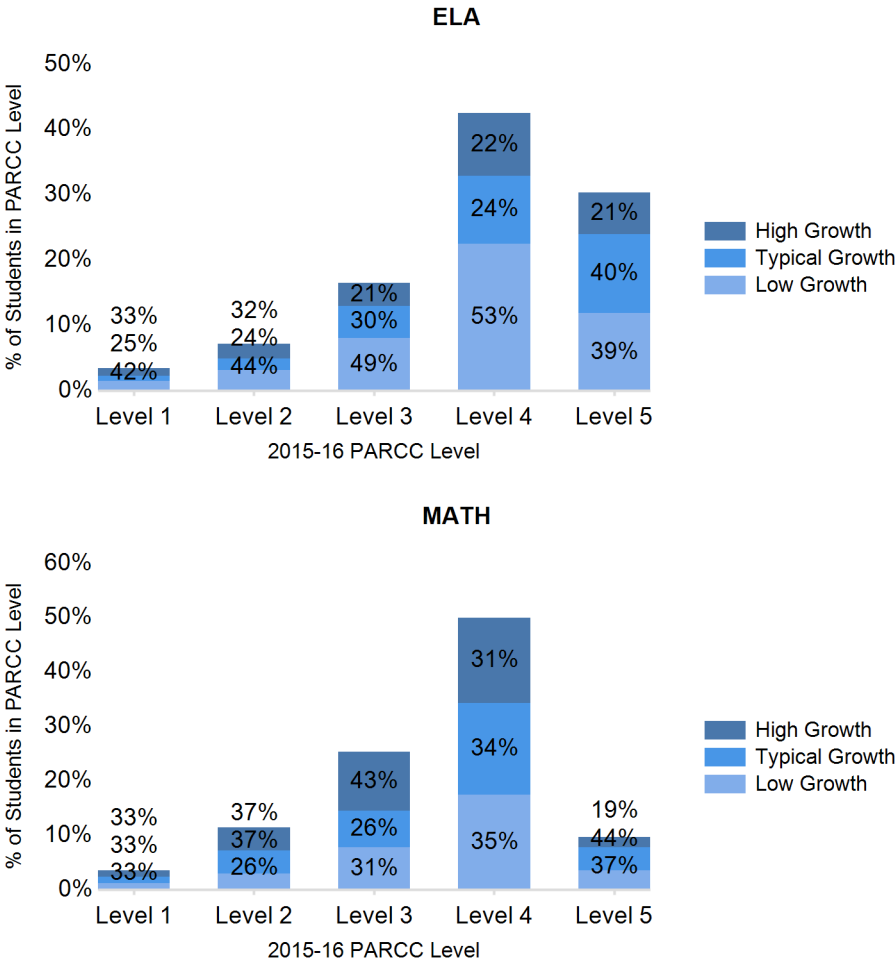
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

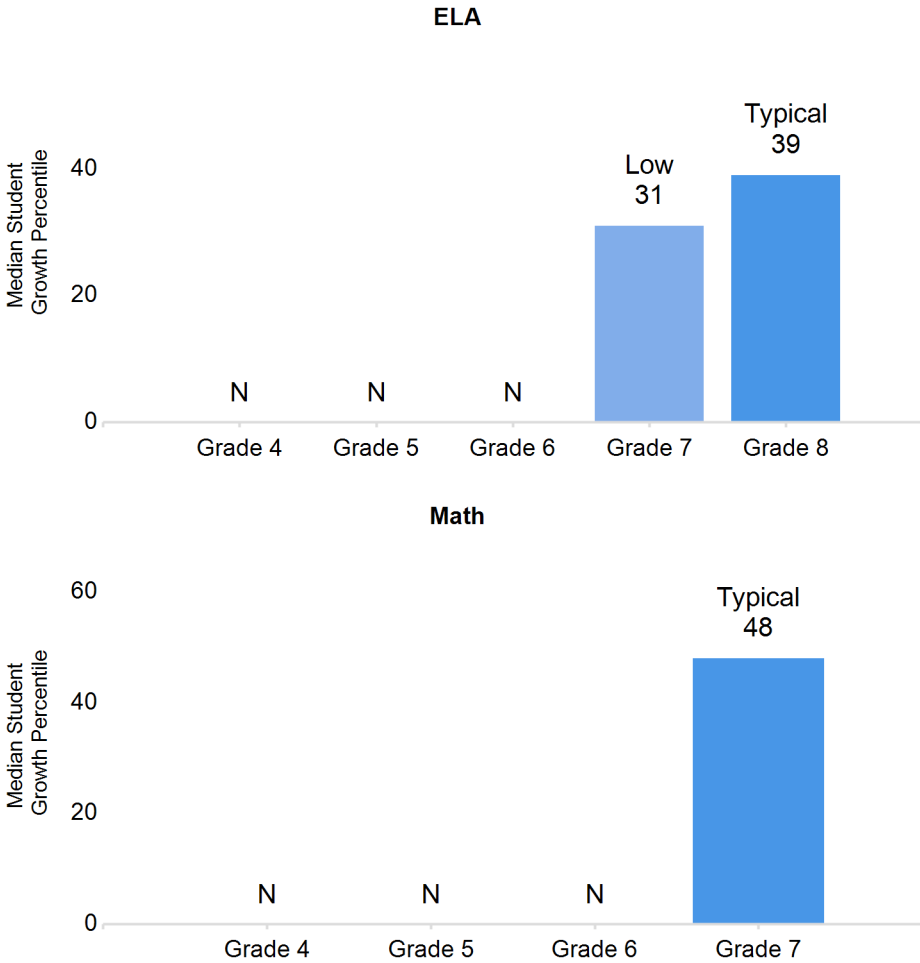
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	N	N	N
7	0	0	191
8	157	0	76
Schoolwide	157	0	267

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	N	N	N	N	N	N	N
7	147	33	0	0	0	0	0
8	152	43	0	0	0	0	0
Schoolwide	299	76	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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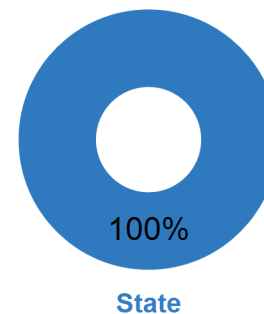
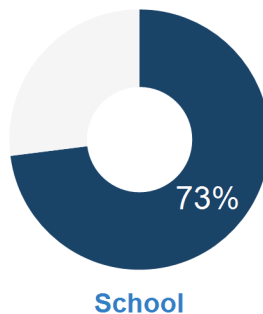
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## Visual and Performing Arts – Course Participation

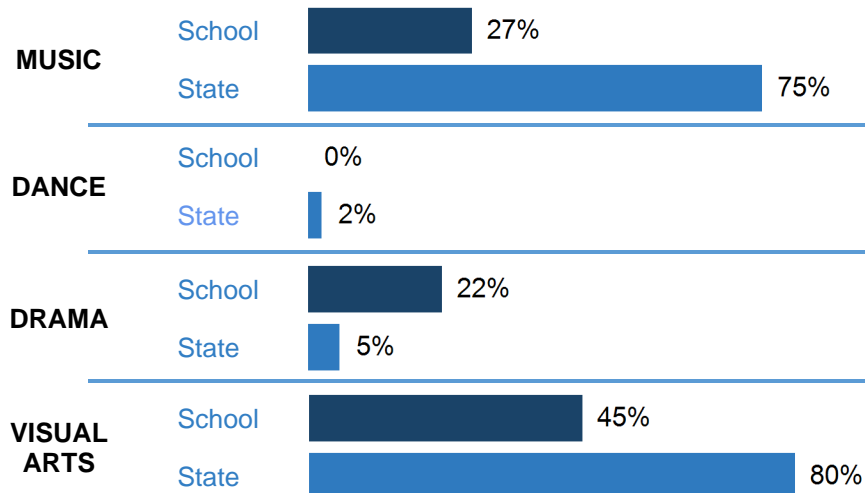
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

### Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

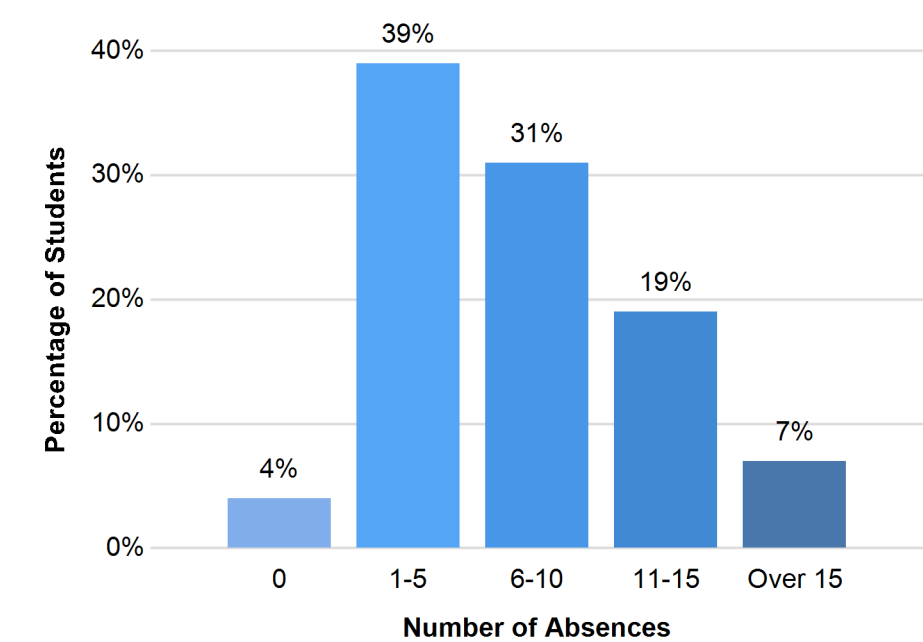
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.50	8.70	Met Target
White	4.50	8.70	Met Target
Hispanic	1.40	8.70	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	1.60	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	9.40	8.70	Not Met
English Learners	N	**	**

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



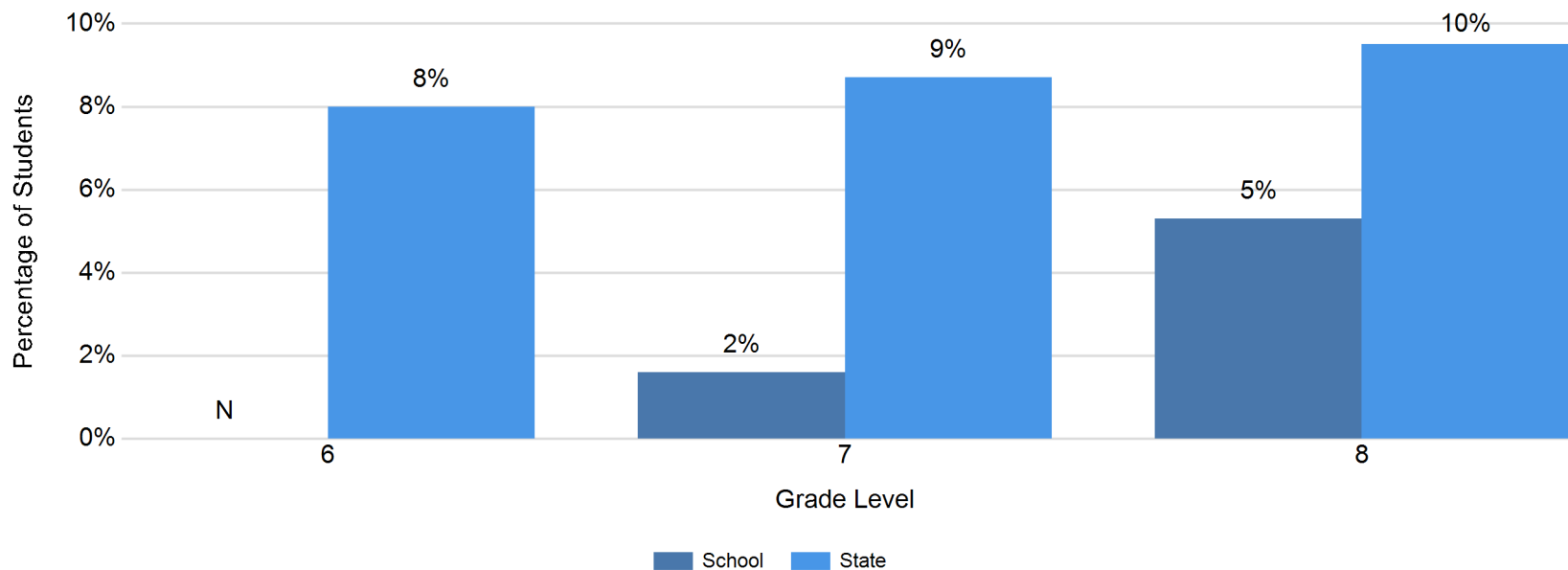


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	7:55AM
Typical End Time	2:40PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs. 43 Mins.
Shared Time - Instructional Time	*

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	2.3%
Out-of-School Suspensions	0.8%
Any Suspension	3.0%

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.76

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0





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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	392.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$301	\$13,967	\$14,268



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	41	120,724
Average years experience in public schools	10.4	11.8
Average years experience in district	8.6	10.5
Teachers in district for 4 or more years	76%	74%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	18	9,506
Average years experience in public schools	16.8	15.9
Average years experience in district	12.0	11.6
Administrators in district for 4 or more years	89%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	12:1
Administrators	197:1	142:1
Librarian/Media Specialists		850:1
Nurses		510:1
Counselors		425:1
Child Study Team		232:1



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	82%	89%
2015-16 Administrators: Same district 2016-17	83%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	60.2	17.5%
Mathematics Proficiency	43.5	17.5%
English Language Arts Growth	7.7	25.0%
Mathematics Growth	31.5	25.0%
Chronic Absenteeism	83.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		40.4
<b>Summative Rating:</b> Percentile rank of Summative Score		34.4
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	40.4	11.9	No	Met Target	Met Target†	Met Target	Not Met	Met Target	No
White	36.3	11.9	No	Met Target	Met Target†	Met Target	Not Met	Met Target	No
Hispanic	48.2	11.9	No	Met Target†	Met Target†	Met Target	Not Met	Not Met	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	32.0	11.9	No	Met Goal	Met Target	Met Target	Met Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	Not Met	Not Met	**	**	**	No
Students with Disabilities	35.4	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Not Met	No
English Learners	**	**	No	**	N	**	**	**	No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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### School General Info

<b>Principal:</b>	Mr. Schweitzer	<b>Email Address:</b>	<a href="mailto:kschweitzer@rutherfordschools.org">kschweitzer@rutherfordschools.org</a>
<b>Address:</b>	359 UNION AVE RUTHERFORD, NJ 07070-1519	<b>Website:</b>	<a href="https://www.rutherfordschools.org/union/">https://www.rutherfordschools.org/union/</a>
<b>Phone:</b>	(201)438-7675	<b>Twitter:</b>	<a href="https://twitter.com/UnionSchoolRPS">https://twitter.com/UnionSchoolRPS</a>

### School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Robotics Team placed in the top 1% of the world in the VEX World Championship.</li> <li>• Curriculum includes over 20 plus electives from Robotics, Coding, Architecture, etc.</li> <li>• zSpace STEAM laboratory, which consists of virtual reality stations, to transform STEAM education</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>The world is rapidly changing, and our children will be working in jobs that currently do not exist. Our greatest responsibility is to equip our children with the ability to problem-solve, explore meaning, crave knowledge, pursue innovation and embrace challenges. We need to empower our students and staff members to become "architects of their own future."</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>Robotics Team placed in the top 1% of the world in the VEX World Championship. In 2015 placed in the top 5% of the state in regard to academic achievement. Award-winning concert band and performing chorus. 1:1 personal Chromebooks, National Junior Honor Society, Makerspace</p>





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## School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>Union Middle School is at the forefront of this paradigm shift by enhancing and increasing opportunities for self-directed learning and inquiry in the arts, sciences, academics, career and life skills. Our courses will focus on creativity, critical thinking, collaboration and communication skills (4Cs), which are vital to success in a globally competitive world.</p>
 <p>Clubs and Activities:</p>	<p>Odyssey of the Mind, Yearbook Committee, Student Council, STEAM Robotics Club,Newspaper Club, Service Club,World Language Club, Poetry Club, Rachel's Club, Computer Lab, Open Gym</p>







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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

 <div>Staff and Professional Learning:</div>	Our teachers are constantly researching new strategies to enrich and transform each child's learning experience in order to meet the demands of our global society. They are improving their levels of expertise through advanced studies. These include workshops on 4Cs, makerspace, zSpace, p21, project-based learning and growth mindset.
 <div>Student Supports and Services:</div>	Union Middle School implements the RTI (Response to Intervention) program. RTI is a method of identifying at-risk learners at an early stage, matching them to appropriate researched-based interventions, and flexibly providing them with additional support as needed. All of our students are offered the opportunity for after school assistance.
 <div>Student Health and Wellness:</div>	There is a 40-foot long climbing wall in the gym for adventurous students. Before/after school clubs and activities include our school newspaper, robotics club and open gym. Additionally, Spanish and French are taught in grades seven and eight.
 <div>Parent and Community Involvement:</div>	The mission of the Union School PTA is to promote the education and well-being of all students at home, in school and in the community. The purpose of PTA is to bring parents and teachers together to express ideas and interests of students, thereby enhancing the educational experience through the addition of programs that cannot be accomplished by the school and district alone. The parents in grades seven and eight may access the "Parent Portal."





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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>Our zSpace lab employs virtual reality that allows our students to seamlessly work with the visualization of data in three dimensions. Our maker space is a dedicated section of the UMS library with tools, equipment and technology where students can create and collaborate on various projects. Our 3D printers enable the production of tangible visual representations and give our students the opportunity to bring their creative ideas to life by developing a physical product.</p>
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School Narrative

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Other Information:

We have approximately 400 students with a class size of 25 or fewer students per class. Union Middle School believes that, through technologies, comprehensive curricula, and project-based learning, each child will be provided with many different avenues in the pursuit of educational excellence. Union Middle School offers various elective courses such as Robotics, Myth Busters, Architecture, Digital Media Studies, and Brain Games and Puzzles. Union Middle School has implemented various STEM programs and Computer Coding classes that expose students to new ideas and information that engage their minds, bodies, and spirits. Throughout the district we utilize LinkIt, which is a K-12 online data analytics and assessment management system that adapts to our needs. This system allows us to upload our own assessments, create/design our own tests, and combine state and school data sources into a consistent framework for longitudinal progress monitoring, growth analysis, and predictive analytics. We also have Friends of Rachel Club (FOR). The club focuses on five challenges: 1. Eliminate prejudice---by looking at the best in others 2. Dare to dream---set goals, and keep a journal 3. Choose your influences---input determines output 4. Use kind words---small acts of kindness = huge impact 5. Start a chain reaction---with family and friends. The National Junior Honor Society is more than just an honor roll; this premier organization serves to honor students in the areas of scholarship, leadership, service, character and citizenship. Our music and art departments offer numerous opportunities for students to develop and refine their talents. Union Middle School will continue to find ways to lead and promote innovative and creative thinking, leverage technologies and human capital in imaginative ways, and incorporate new structures and platforms to create learning environments that best serve our children and support educators.




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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.state.nj.us](mailto:reportcard@doe.state.nj.us)



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	0	0	26
KG	0	0	0
1	84	89	86
2	89	88	91
3	98	92	91
Ungraded	8	7	13
Total	279	276	307

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	26
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	0	0	0

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	52%	50%	46%
Male	48%	50%	54%
Economically Disadvantaged Students	9%	7%	6%
Students with Disabilities	9%	11%	14%
English Learners	2%	1%	2%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	55.0%
Hispanic	19.9%
Asian	18.9%
Black or African American	2.6%
Native Hawaiian or Pacific Islander	0.7%
American Indian or Alaska Native	0.3%
Two or More Races	2.6%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	82.4%
Gujarati	2.9%
Spanish	2.9%
Korean	2.6%
Tamil	1.3%
Other	7.7%



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	87	100.0	52.90	66.20	54.90	52.9	54.2	Met Target†
White	53	100.0	51.00	66.80	63.90	51	58.5	Met Target†
Hispanic	18	100.0	38.90	55.60	39.80	38.9	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	12	100.0	91.70	78.30	80.70	91.7	**	**
American Indian or Alaska Native	N	N	N	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	35	100.0	68.50	74.20	62.20	68.5		
Male	52	100.0	42.30	58.60	48.10	42.3		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	15	100.0	13.30	*	20.50	13.3	**	**
Students without Disabilities	72	100.0	61.10	*	61.90	61.1		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	33.30	26.40	N		
Students In Foster Care	N	N	N	33.30	24.80	N		
Military-Connected Students	N	N	N	75.00	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	85	752	760	749	*	*	20%	47%	*	54%	50%
White	52	754	760	759	*	*	25%	46%	*	52%	61%
Hispanic	18	740	756	734	*	*	*	*	*	39%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	12	773	771	775	0%	*	0%	*	*	92%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	35	766	768	754	*	*	*	57%	*	69%	55%
Male	50	742	752	745	*	*	*	40%	*	44%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	13	711	729	720	*	*	*	*	*	15%	24%
Students without Disabilities	72	759	765	755	*	*	*	*	*	61%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	85	752	*	752	*	*	20%	47%	*	54%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%

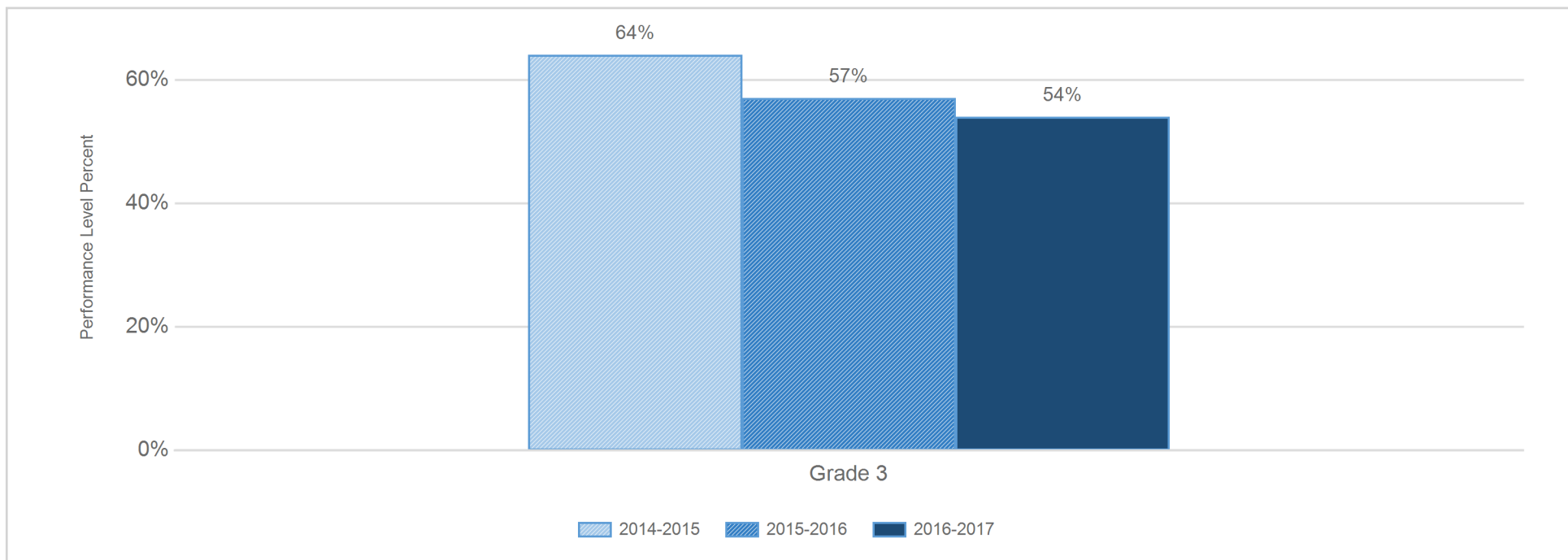


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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### Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	87	100.0	56.30	51.20	43.50	56.3	52.1	Met Target
White	53	100.0	54.70	51.30	52.40	54.7	54.5	Met Target
Hispanic	18	100.0	50.00	34.60	27.60	50	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	12	100.0	83.40	72.60	75.60	83.4	**	**
American Indian or Alaska Native	N	N	N	100.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	35	100.0	68.60	50.50	44.10	68.6		
Male	52	100.0	48.00	51.90	42.90	48		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	15	100.0	20.00	*	16.50	20	**	**
Students without Disabilities	72	100.0	63.90	*	48.80	63.9		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	33.30	16.40	N		
Students In Foster Care	N	N	N	33.30	15.10	N		
Military-Connected Students	N	N	N	50.00	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.





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### Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	85	753	757	751	*	*	29%	48%	*	58%	53%
White	52	754	756	759	0%	*	33%	48%	*	56%	63%
Hispanic	18	746	752	738	*	*	*	*	*	50%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	12	766	768	779	0%	0%	*	*	*	83%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	35	756	756	751	*	*	*	63%	*	69%	52%
Male	50	751	758	751	*	*	*	38%	*	50%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	13	732	739	729	*	*	*	*	*	23%	29%
Students without Disabilities	72	757	760	755	*	*	*	*	*	64%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	85	753	*	753	*	*	29%	48%	*	58%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%

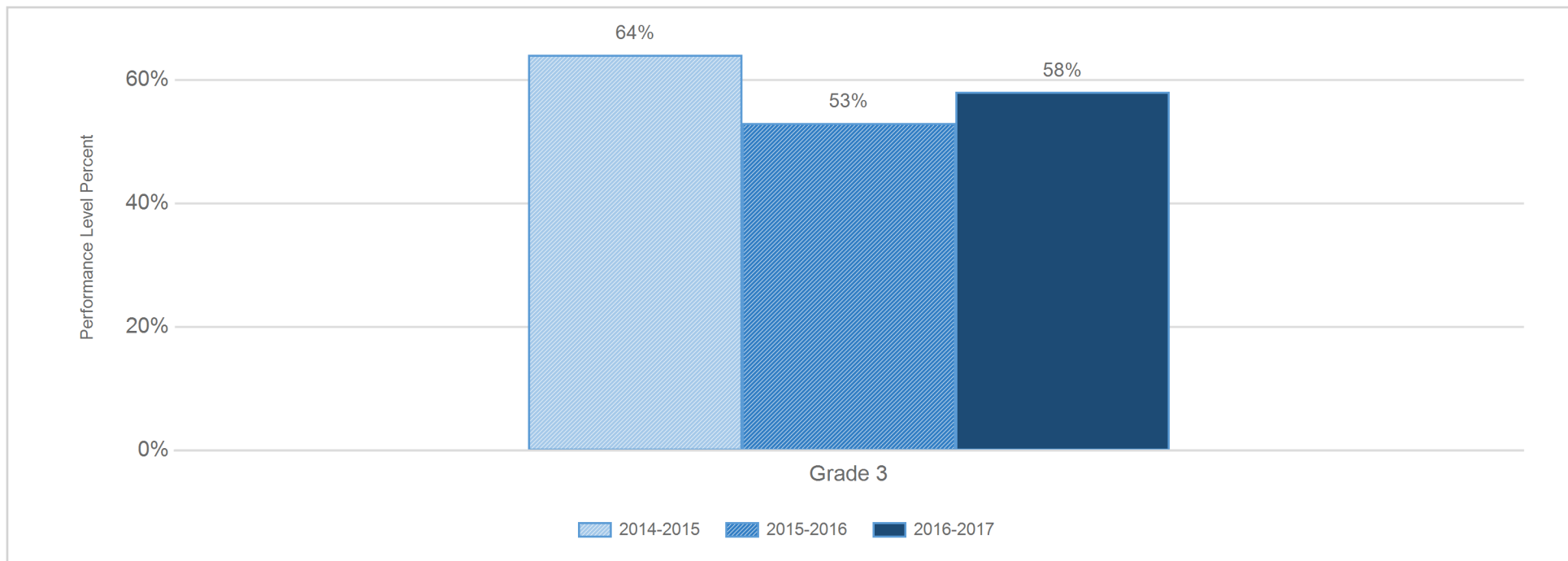


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**Mathematics Assessment – Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency. The table also shows the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	N	N	N
4	N	N	N
5+	N	N	N



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

### Chronic Absenteeism

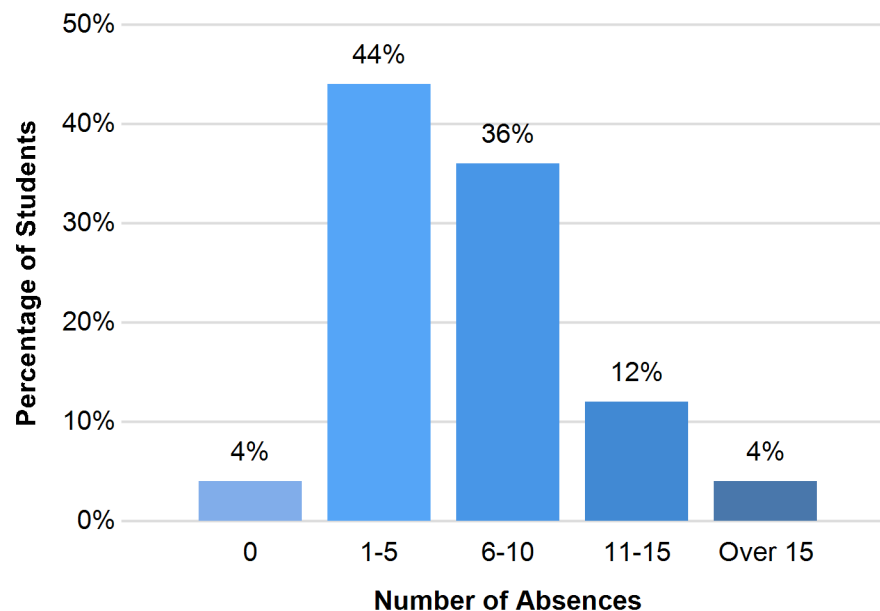
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	2.20	8.00	Met Target
White	1.30	8.00	Met Target
Hispanic	3.80	8.00	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	2.10	8.00	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	6.70	8.00	Met Target
English Learners	N	**	**

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

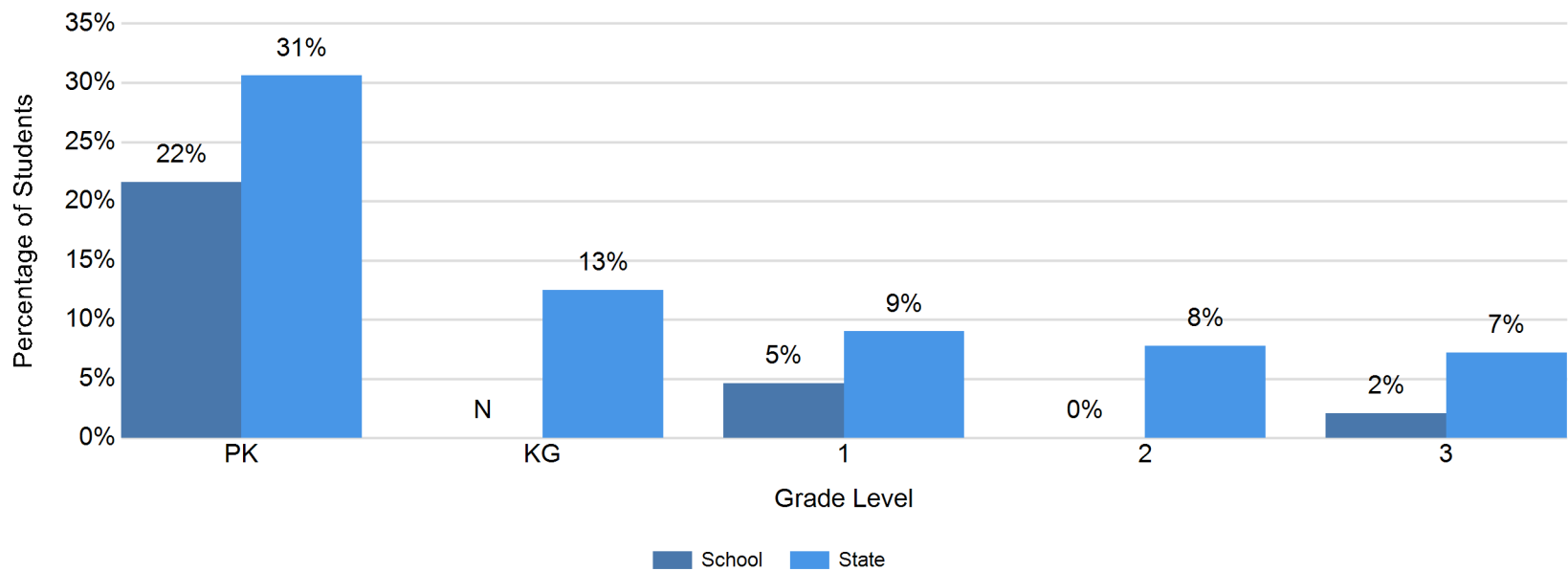
### Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



### Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:30AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs. 35 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	392.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$301	\$13,967	\$14,268





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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	26	120,724
Average years experience in public schools	8.8	11.8
Average years experience in district	7.3	10.5
Teachers in district for 4 or more years	73%	74%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	18	9,506
Average years experience in public schools	16.8	15.9
Average years experience in district	12.0	11.6
Administrators in district for 4 or more years	89%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	307:1	142:1
Librarian/Media Specialists		850:1
Nurses		510:1
Counselors		425:1
Child Study Team		232:1



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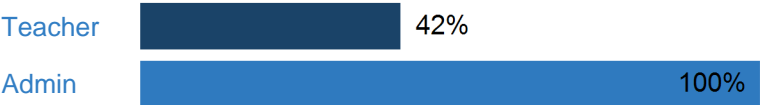
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	82%	89%
2015-16 Administrators: Same district 2016-17	83%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	N	N
Mathematics Proficiency	N	N
English Language Arts Growth	N	N
Mathematics Growth	N	N
Chronic Absenteeism	N	N
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights	N	N
Summative Rating: Percentile rank of Summative Score	N	N
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	N	N

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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### Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	N	N	N	N	N	N	N	N	N
White	N	N	N	N	N	N	N	N	N
Hispanic	N	N	N	N	N	N	N	N	N
Black or African American	N	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N	N
Economically Disadvantaged Students	N	N	N	N	N	N	N	N	N
Students with Disabilities	N	N	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N	N	N

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† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Mulcahy	Email Address:	<a href="mailto:bmulcahy@rutherfordschools.org">bmulcahy@rutherfordschools.org</a>
Address:	89 WOOD ST RUTHERFORD, NJ 07070-1571	Website:	<a href="https://www.rutherfordschools.org/washington">https://www.rutherfordschools.org/washington</a>
Phone:	(201)438-7675		

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

 Highlights:	<ul style="list-style-type: none"><li>• Curriculum includes Math in Focus, Writer's Workshop, Good Habits/Great Readers, Mystery Science</li><li>• Technology is part of each school day supported by our 1:1 personal Chromebook capacity</li><li>• The 6 Pillars of Character guide our Character Education program that fosters a very positive school environment</li></ul>
 Mission, Vision, Theme:	Students at Washington School learn and grow academically to the best of their capabilities in a positive and productive learning environment. Our comprehensive instructional programs, in grades 1-3 and Pre-K, focus on contemporary research, balanced instruction, interventions for children with special needs, and continual in-service training for teachers. These programs meet the academic, social, physical and emotional needs of our students.
 Awards, Recognition, Accomplishments:	Washington School is using Title IV finds to add mindfulness, breathing and yoga practices to the curriculum. We also receive grants annually from the Rutherford Education Foundation.







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 <b>Courses, Curriculum, Instruction:</b>	<p>The curriculum aims to compact &amp; integrate objectives. The balanced literacy program infuses Project Read, a multi-sensory phonics program, Good Habits/Great Readers to teach comprehension and vocabulary skills, and Writer's Workshop methodologies. Math in Focus is the main program for math instruction. We have an environmental study garden to conduct hands-on exploration that complements the Mystery Science program. Teachers teach social studies using primary and secondary sources.</p>
 <b>Sports and Athletics:</b>	<p>The physical education department develops students' gross motor skills, strategic thinking, team collaboration &amp; sportsmanship. Students enter the gym and start their warm-up exercises. The PE teachers then provide a lesson on a skill and supervise an activity that allows for application of skills. Teachers also integrate curricular areas by having students skip counting while jumping, forming groups based on compass rose locations, and creating words based on letters from a tossing game.</p>
 <b>Clubs and Activities:</b>	<p>Students in grade three can be part of the "Bookworm Buddies" Book Club with the Principal. There are several opportunities to do so throughout the year. Students in all grades have been active in the Garden Club. Other afterschool activities that are offered include golf, tennis, theatre, art, and science.</p>
 <b>Before and After School Programs:</b>	<p>The Meadowlands Area YMCA oversees the before and after school programs held in the school. Morning care is available from 7-8:30 a.m. and aftercare runs from 3-6:30 p.m. Parents register and pay for these services directly with the Meadowlands YMCA. Students have access to the gymnasium and playground and eat a snack, complete homework and play in structured games and activities under the direction of site workers.</p>







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 <b>Staff and Professional Learning:</b>	<p>New teachers attend an orientation and are paired with experienced mentors who support novice teachers. The district has two professional days to work on curricular training. Teachers attend workshops through the NJDOE, Bergen County and associations. In addition, teachers collaborate on given topics weekly, conduct trainings and read research. Teachers receive feedback on their lessons in order to continue to learn and grow. Our teachers support the training of students at local universities.</p>
 <b>Student Supports and Services:</b>	<p>We implement a tiered Response to Intervention in math and language arts literacy for students in need of additional support. This RTI model allows parents and teachers to focus on specific goals, document progress, and then refine the goals as needed. Special education staff, our reading specialist, and support teachers work with the classroom teachers to assist students showing a weakness in a specific learning area. We also offer speech, OT, PT, counseling and behavioral services.</p>
 <b>Student Health and Wellness:</b>	<p>The school has a full-time nurse and has a Character Education Committee. The nurse ensures our school follows all state regulations including those regarding medications. The nurse trains staff to deal with allergic reactions, asthma, and first aid. The nurse communicates with parents on specific health plans and calls home for serious injuries. The Character Education Committee works to promote healthy lifestyles and students' social and emotional growth.</p>
 <b>Parent and Community Involvement:</b>	<p>The PTA sponsors assemblies and field trips that compliment our curriculum. The PTA brings in authors, storytellers, theatrical performances, &amp; science programs. The PTA hosts book fairs, fun nights, field days, and multicultural celebrations. Parents attend workshops to learn strategies that support student learning. Members volunteer for our book fair, field day, discovery day, and other events. Parents are supportive and take an active role in their child's development.</p>



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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>Our building houses Preschool to grade 3 students. We currently have 4 homerooms for each 1-3 grade level. The original building was built in 1913 and was expanded to its current form in 2005. The large gymnasium can accomodate a large crowd for sporting events and concerts. We have an art/musc room, science classroom, media center, 2 preschool classrooms, and a multi-grade classroom. We also have several small group instruction rooms.</p>
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Other Information:

Washington School is a child-centered learning community for students in Preschool and grades 1-3. The teaching staff is a body of compassionate and caring professionals. Washington School maintains excellent relationships with local community groups. These associations provide extended learning opportunities for our students and foster their understanding of practices for safe, healthy living. The school works closely with the Rutherford Fire Department and the Rutherford Police Department (RPD). RPD officers visit our school daily. Our students and teachers take field trips to the Rutherford Public Library. An awareness of cultural diversity and responsible citizenship is fostered in many ways. Our students learn about the history of various holiday and cultures. Multicultural awareness is stressed through plays, assemblies, biography days and multicultural days. We honor local military veterans at our annual Memorial Day assembly. Students participate in charitable fundraising. Parents visit our classrooms as guest readers and participate in American Education Week as well as Read Across America Day. Parents also participate in discussion groups with our teachers through a program called "Second Cup of Coffee." A positive spirit is ever present at Washington School. The energy in our classrooms and the overall commitment from our entire school community prepare our students to be lifelong learners and respectful, productive citizens.